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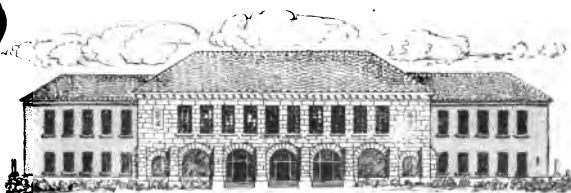


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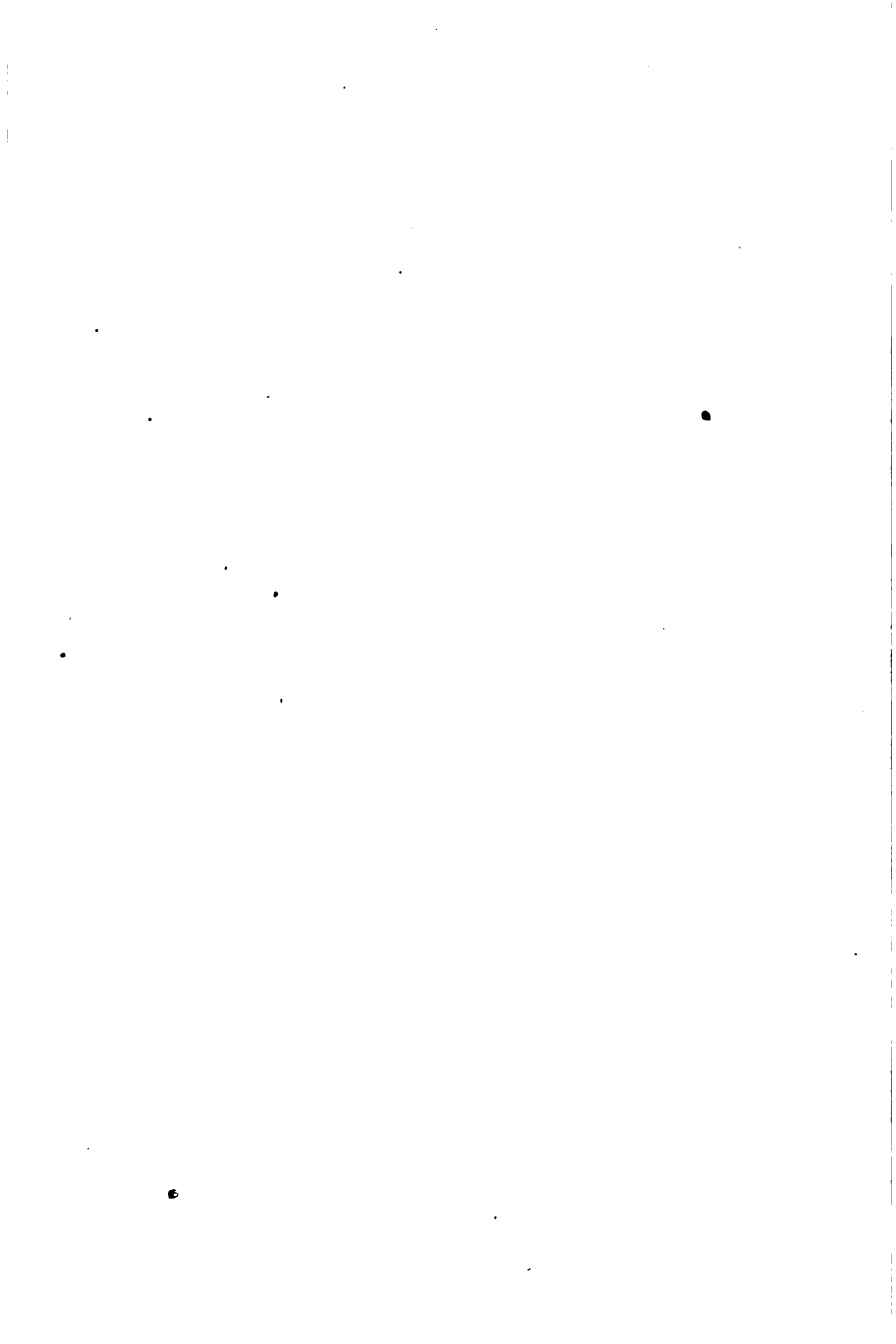
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RAND-McNALLY

SPELLER AND WORD-BOOK

DESIGNED TO TEACH

THE CORRECT SPELLING, PRONUNCIATION,
AND USE OF ENGLISH WORDS.

Right language consists of right words rightly used.

ARRANGED BY

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PREFACE.

In the schools of fifty years ago, the speller was one of the two or three books of prime importance. In the course of time a reaction followed ; and not a few educators advocated a complete elimination of the spelling book. But of late the current has set in the old direction, and it is believed that most teachers now recognize the great utility of speller and word-book in the lower grades and in the rural schools. It is the aim of the publishers of the Rand-McNally Speller to furnish a book which shall meet all the requirements of teacher and pupil.

Of course, no attempt is made to include all the words the pupil will ever have occasion to spell ; he will learn to spell very many of those he employs unconsciously and without the use of a speller. But it is the purpose of this book to start the pupil on the right track, to furnish him a considerable vocabulary, and to call special attention to the correct spelling of such words as are most commonly spelled incorrectly.

It will be noted that in Part I. much stress is laid upon correct pronunciation ; this is as important as correct spelling. Part II. contains the few rules for spelling which experience has shown to be of value ; and the importance of the use of these rules is strongly emphasized. In Part III. a very full list of homonyms is given ; frequently these are among the most difficult words for the pupil to master. In Part IV. much space is devoted to the derivation of words from Latin and Greek roots, for it is believed that valuable results can be obtained by giving more prominence

to such work than usually is the case with ordinary pupils in English. Each part contains also ample reviews and lists of difficult words.

The few dictation exercises are intended to be merely suggestive; the earnest and skillful teacher will devise many more, and in the writing of these exercises the teacher will insist upon good penmanship and correct punctuation, as well as correct spelling.

But little effort has been made to include a large number of scientific or geographical terms in this book. When the student has reached such a point in his education as to employ many such terms, he will have progressed beyond the use of a spelling book.

Much labor has been spent in the effort to make such a book as shall be most helpful to the teacher and most profitable to the pupil. It is believed that the work has been successfully done; and that the skillful and intelligent teachers of the country will find that it will be of greater assistance to them in obtaining the results they seek than any one hitherto published.

SUGGESTIONS TO TEACHERS.

1. In order to properly develop the plan of this book, teachers are urged to consider the reasons for the notes scattered through, and not to deviate from the directions without sufficient ground.

2. Since, with rare exceptions, pupils find no difficulty in spelling words in everyday use, the teacher should seek to discover the few words difficult for each individual child, and then drill on those until they are mastered.

3. Although many spelling books contain more rules than this one, we believe that this book includes all of practical value. The pupil should commit these to memory, and should be thoroughly drilled in their application.

4. The inflection of substantives and the conjugation of verbs are very fruitful sources of error in spelling. To these changes the rules frequently apply. Therefore the lessons which furnish drill in these respects should be dwelt upon.

5. For reasons stated in the text, unusual emphasis is laid on the spelling of derivatives from Latin and Greek roots. We suggest that the pupils be well drilled on these lessons in connection with their reading lessons.

6. Frequently the teacher should call for a sentence illustrating the meaning of a word spelled. "A bicycle has two wheels" is a much better sentence than "I have a bicycle," because the latter does not show a knowledge of bicycles on the pupil's part.

7. The pupil should be trained from the first to observe the spelling of a word when he first meets it.

FOR PENMANSHIP AND DICTATION.

The Philippine Islands form a great archipelago in the Pacific Ocean southeast of China and east of the China Sea. Their number is variously estimated at from 500 to 2,000. They extend between 5 and 21 degrees north latitude and between 117 and 126 degrees east longitude from Greenwich. The area is estimated at 114,326 square miles and the population at 7,200,000.

FOR REFERENCE.

LETTERS.

Letters represent elementary sounds. Such sounds, properly united, make spoken words. Letters properly united make written words.

There are many varieties of letters used in printing and writing, as—Roman, *Old English*, *Italic*, *Script*, etc., and each variety is used in two forms, known as CAPITALS and small letters.

If each sound used were represented by one letter, and each letter represented but one sound, our written language would be purely phonetic, and the spelling would be very simple. As it is, there are more sounds than letters. Some sounds are indicated by a single letter, some are indicated by a combination of letters. Sometimes several different sounds may be indicated by one letter, sometimes one sound by several different letters.

In many words adopted from foreign languages, with little or no change in spelling, are found exceptions to English rules of pronunciation. Many words contain silent letters. Many words cannot be classified, and the correct spelling of such must be learned separately. All these things add to the difficulty of English spelling and pronunciation.

The letters used in representing the sounds of the English language are twenty-six in number, and are on the following page.

THE ALPHABET.

A	Ⓐ	a	ⓐ	N	ℕ	n	ℓ
B	ℬ	b	ℬ	O	⓪	o	σ
C	Ⓒ	c	ⓐ	P	ℙ	p	ℙ
D	Ⓓ	d	ⓓ	Q	Ⓠ	q	Ⓠ
E	ℰ	e	ℰ	R	℞	r	℞
F	ℱ	f	ℱ	S	℟	s	℟
G	Ⓔ	g	ⓖ	T	℟	t	℟
H	ℋ	h	ℋ	U	ℰ	u	ℰ
I	ℐ	i	ℐ	V	ℱ	v	ℱ
J	ℐ	j	ℐ	W	ℰ	w	ℰ
K	℔	k	℔	X	℟	x	℟
L	ℒ	l	ℒ	Y	ℐ	y	ℐ
M	ℓ	m	ℓ	Z	ℒ	z	ℒ

VOWELS AND CONSONANTS.

Elementary sounds are of two kinds :

First, those which come from the open mouth, and are unobstructed by the position or action of the palate, tongue, teeth, or lips. These are termed vowel sounds, and are represented by letters called **vowels**. The vowels are: **a, e, i, o, u**, and **y**, the last representing some of the sounds of **i**.

Second, those which are mainly produced by the breath passing through a forced position of the palate, tongue, teeth, and lips, and usually in connection with a vowel sound. They are consonant sounds, and the letters representing them are called **consonants**. Sometimes they also are represented by combinations of consonant letters. The consonants are as follows: **b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z**, and **y**, which is sometimes a vowel.

A **vowel** sound is a free, open sound of the voice.

Vowel sounds which may be prolonged indefinitely are called long vowels.

The short vowels should be uttered with a prompt, slightly *explosive* effort.

A **consonant** sound is a sound made by the obstructed voice or breath.

Whether a letter is a vowel or a consonant in any instance is determined by the sound it represents. Thus, **i** followed closely by another vowel, as in *union*, and **y** at the beginning of a syllable, as in *yoke*, are consonants.

A **digraph** is a combination of two vowels or of two consonants to represent a single sound, as **ea** in **head** and **th** in **this**.

A **diphthong** is a union of two vowels to represent one sound.

When both vowels are sounded, as in **boil**, the combination is called a **proper diphthong**. When it has the sound of one of its vowels, the other being silent, it is an **improper diphthong**; for instance, **oa** in **boat**, **ai** in **sail**, etc.

Three vowels may be united to indicate one vowel sound, as **eau** in **beau**, **ieu** in **lieu**.

A **triphthong** is the union of three vowel characters to represent a single sound.

The same letter may be employed to represent several different vowel sounds, as is shown by the use of **a** in the following words: **fate**, **hat**, **far**, **all**, **ask**, **care**, **what**.

Some consonants are used to represent different sounds, as **c** in **cat** and in **cent**, **g** in **good** and in **gentle**, etc.

The same vowel sound may be represented by different vowel characters, the same consonant sound by different consonant characters. For example: **a** in **what** is equivalent to **o** in **not**, **e** in **prey** to **a** in **ape**, **c** in **cat** to **k** in **kindred**, **c** in **cell** to **s** in **sing**, **g** in **gem** to **j** in **jar**, **ph** in **phantom** to **f** in **felt**.

WORDS.

A vowel, a diphthong, a triphthong, or any one of these united with one or more consonants, may be a **syllable**.

A **syllable** is a word, or part of a word, uttered by one impulse of the voice.

Words are composed of one or more syllables. The study of the form of words includes their spelling, their pronunciation, and their division into syllables. A person hearing a strange word learns its pronunciation but not its spelling, by the ear. If he desires to write the word, the best that he can do is to write it as he hears it; that is, to represent its sounds by the letters which seem to correspond to them. Thus, if the word is **coughing**, he might spell it **kofing**. He can not spell it correctly until he sees it in script or print, and observes the choice and order of its letters.

On the other hand, if he reads a strange word, he can not divide it into syllables, nor pronounce it, until he has heard it spoken, or seen it divided and its pronunciation indicated. Meeting the word **coughing**, not knowing its meaning, nor having heard it pronounced, he might divide it into syllables thus, co-ug-hing, or coug-hing. He would be in doubt as to how to pronounce the first syllable, for **ough** in English is sometimes pronounced **ow**, as in **plough**; **oo**, as in **through**; **uff**, as in **enough**, and **off**, as in **cough**.

A very important element in the pronunciation of a word is **accent**, which is a special stress of the voice, by which one syllable is made more prominent than the others. This can be determined only by the ear, or by some mark in a book of reference, like a speller or a dictionary.

Most persons learn the pronunciation of words by **hearing them spoken**, and the spelling by **seeing them in print**.

A further knowledge of words is acquired by careful study, to assist in which this book has been prepared.

DIACRITICAL MARKING.

In ordinary written or printed words there is nothing to indicate the sounds represented by the letters, for each letter may denote several different sounds. Readers, in general, are *presumed* to have learned by observation what sounds letters represent in words in common use. It is for this reason that markings to indicate pronunciation are omitted from ordinary print.

To make easy the **learning** of the sounds which the letters in each word denote, the system of "diacritical marking" used by the authors of Webster's International Dictionary has been adopted for this book. This marking, by reference to the dictionary to ascertain the proper place of the accent and the proper sounds of the letters, enables one to pronounce correctly unfamiliar words in this book or in any other printed matter.

The diacritical marks, their names, and their uses are given in the following table:

TO THE TEACHER: This table is prepared, not to be committed to memory, but to be used at all times by the pupils for reference. Whenever, in their progress through the book, they are in doubt as to what any certain mark may indicate, this table will assist them.

There should be a drill upon the *use* of the table sufficient to familiarize the pupils with it.

A speller should teach correct pronunciation as well as correct orthography.

TABLE OF DIACRITICAL MARKS.

Vowels.

The Macron (ˉ) indicates the long sound of the vowels—

ā - - - as in ale .	ū - - - as in use .
ē - - - as in eve .	ȳ - - - as in fly .
ī - - - as in ice .	ōō - - - as in ooze .
ō - - - as in old .	

The Breve (˘) indicates the short sound of each of the vowels—

ă - - - as in am .	ŭ - - - as in up .
ĕ - - - as in end .	ȳ - - - as in pity .
ĭ - - - as in ill .	ōō - - - as in foot .
ô - - - as in odd .	

The *modified Macron (ˆ) indicates the modified long sound of the vowels—

â - - as in preface .	ô - - as in obey .
ê - - as in sêrene .	û - - as in unite .
î - - as in idea .	ÿ - - as in hyena .

The Circumflex (^) indicates the sound of

â - - - as in air .	ô - - - as in for .
ê - - - as in ere .	û - - - as in urge .

The Dieresis (¨) indicates the sound of

ä - - - as in arc .	ï - - as in police .
----------------------------	-----------------------------

*The modified macron is used to represent the long sounds of the vowels as heard under weakened accent. It occurs in unaccented syllables.

The two dots below (..) indicate the sound of

a - - - as in **all**. **u** - - - as in **rude**.
o - - - as in **do**.

The dot above (') indicates the sound of

ä - - - as in **ask**. **ö** - - - as in **some**.

The dot below (,) indicates the sound of

ä - - - as in **was**. **u** - - - as in **pull**.
o - - - as in **wolf**.

The Tilde (~) indicates the sound of

ë - - as in **verge**. **ÿ** - - - as in **myrrh**.
ï - - as in **thirst**.

The lower bar (under) under **e** indicates the sound of

e - - - as in **they**. |

Consonants.

The lower bar under **n** indicates the sound of

n - - as in **drink**. |

The suspended bar (x) indicates the sound of

g - - - as in **has**. | **x** - - - as in **exist**.

The transverse bar (-) indicates the sound of

e (-k) - as in **can**. | **th** - - - as in **this**.
eh (-k) as in **echo**. |

The Cedilla (,) indicates the sound of

ç (=s) - as in **cite**. | **çh** (=sh) as in **machine**.

The bar above **g** indicates the sound of

ḡ - - - as in **gun**. |

The dot above **g** indicates the sound of

ḡ - - - as in **gem**. |

(See "Webster's International Dictionary.")

TO THE TEACHER: Encourage pupils when studying a lesson to look at each word carefully until its image remains in the mind; and when spelling a word, to call up the image and read the letters as they appear in it. Sometimes require the diacritical marks and the crossing of the silent letters.

ACCENT.

Accent is stress or force of voice given to one syllable more than to others in the pronunciation of a word. The syllable which receives the stress is said to be accented.

In long words more than one syllable is accented. In such cases one syllable is accented more strongly than the others are. The stronger accent is called the **primary** accent. The weaker is called the **secondary**. Accent is indicated by a mark, thus: /.

The primary accent is distinguished by a heavier mark than that used for the secondary, thus: **ad' van ta' geous**.

SOUND CHART.

Vowel Table.

- | | |
|---|---|
| 1. ā long, as in <i>āle</i> .
2. ǣ modified long, as in <i>senāte</i> .
3. ā before <i>r</i> , as in <i>shāre</i> .
4. ǣ short, as in <i>ǣm</i> .
5. ä Italian, as in <i>ärm</i> .
6. à short Italian, as in <i>àsk</i> .
7. a broad, as in <i>all</i> .
1. e long, as in <i>mēte</i> .
2. ē modified long, as in <i>ēvent</i> .
3. ě short, as in <i>ěnd</i> .
4. ě tilde, as in <i>fěrn</i> .
1. ī long, as in <i>īce</i> .
2. ī modified long, as in <i>īdea</i> .
3. i short, as in <i>pīn</i> .
4. ī tilde, as in <i>fīrst</i> .
1. ō long, as in <i>nōte</i> . | 2. ō modified long, as in <i>ōbey</i> .
3. o short, as in <i>nōt</i> .
4. o like <i>a</i> , as in <i>fōrm</i> .
1. ū long, as in <i>ūse</i> .
2. ū modified long, as in <i>ūnite</i> .
3. û before <i>r</i> , as in <i>ûrn</i> .
4. ũ short, as in <i>ũp</i> .
5. u like <i>ō</i> , as in <i>rude</i> .
6. u like <i>ō</i> , as in <i>pull</i> .
1. oo long, as in <i>mōon</i> .
2. oo short, as in <i>lōok</i> .
Diphthongs:
ou and ow unmarked,
as in <i>out</i> , <i>owl</i> .
oi and oy unmarked,
as in <i>oil</i> , <i>boy</i> . |
|---|---|

Sounds Which Are Alike.

- | | |
|---|---|
| a = ō , as in <i>what</i> .
è = ā , as in <i>thère</i> .
e = ǣ , as in <i>prey</i> .
ew = ū , as in <i>dew</i> .
ee = ē , as in <i>feet</i> .
ī = ē , as in <i>police</i> .
ī = ě , as in <i>bīrd</i> .
ó = ũ , as in <i>són</i> .
q = oo , as in <i>lqse</i> . | o = oo or u , as in <i>wolf</i> .
ô = a , as in <i>ôrb</i> .
ô = û , as in <i>wôrm</i> .
ow = ou , as in <i>owl</i> , <i>allow</i> .
oy = oi , as in <i>boy</i> , <i>enjoy</i> .
ȳ = ī , as in <i>flȳ</i> .
ȳ = ī , as in <i>nȳmph</i> .
ȳ = ē , as in <i>mȳrrh</i> . |
|---|---|

Cognate Sounds.

Sounds formed by the same, or nearly the same, position of the organs are called cognates; as, **ā ē, ē ī, ā ǣ, ä à, a ō, û ũ, oo oo**, cognate vowel sounds; **g k, b p, d t, j ch, th th, v f, z s**, cognate consonant sounds.

SPELLER AND WORD-BOOK.

PART I.

LESSON 1.

THE MACRON (ˉ)—THE BREVE (˘).

The macron is a straight horizontal line placed over a vowel to indicate that the letter has its long sound; as, **ā** in **hate**. The long sound of a vowel is the sound made in speaking the name of the letter.

The breve is a mark placed over a vowel to indicate that the letter has its short sound; as, **ă** in **hat**.

Key ā ă.

ā	ă	ā	ă
lake	bat	cage	sank
place	fad	cane	crash
same	tax	trade	plant
came	that	skate	camp
mace	map	slake	stamp

NOTE.—An e at the end of a word generally indicates no sound—that is, it is a silent letter; but it usually signifies that the preceding vowel has the long sound, as in **rate**.

TO THE TEACHER: Select one or more paragraphs in the reader from which pupils are to copy ten words containing long or short sounds of the key letter of the lesson, marking that letter in each word.

The request on page 15, to cross silent letters, applies only to such letters as pupils may perceive to be silent. At this stage they will not know invariably whether a given letter is silent or not.

LESSON 2.

Key ē ě.

ē	ě	ē	ě
eve	let	seek	left
scene	yet	neat	zest
mete	rent	knee	best
mere	chest	yeast	deaf
these	dense	dream	fence
theme	wedge	squeak	sweat

TO THE PUPIL: Can you write each of these words correctly, and tell what it means? Use the words of each lesson in short sentences, oral or written.

LESSON 3.

Key ā ǎ, ē ě.

DICTATION.

Haste makes waste.

Better late than never.

Planets reflect light.

TO THE TEACHER: Require pupils to copy the sentences, to mark the letters in each word according to the key, and to spell the indicated words and give their meanings as they are used. These directions apply to all dictation exercises.

LESSON 4.

Key ī ī.

ī	ī	ī	ī
hive	sing	rind	bliss
sigh	niche ✓	quite	skiff
kine	since	crime	drift
lime	vis' it	while	skim
shine	width	knife	rinse
slime	mince	a bide'	squint

Find in your reading lesson five words containing the sound ī; also five containing the sound ī.

LESSON 5.

Key ā ā, ē ē, ī ī.

DICTION.

Economize your resources.

Be patient and polite.

I have often regretted my
speech, never my silence.

LESSON 6.

Key ō ɔ.

ō	ɔ	ō	ɔ
rose	lot	oak	toss
zone	bond	loaf	shot
yolk✓	knob	rope	moss
cloak	copse	boat	sol' id
home	dodge	coax✓	notch
mode	ox'en	shone ¹	blond ²

Find words having the key sounds in your reading lesson.

¹Also pronounced shōne.

²Also spelled blonde.

LESSON 7.

Key ā ă, ē ě, ī ĭ, ō ɔ.

DICTATION.

Contentment is wealth.

Live not for thyself alone.

Too low they build who
build beneath the stars.

LESSON 8.

U=ēϑ. Sound distinctly ē, then ϑ as in the word **do**. Now practice sounding them closer together until the two sounds blend. This blended sound is the sound of long **u**.

Key ū ũ.

ū	ũ	ū	ũ
yule	gull	u' nit	shut
used	buzz	fume	fund
feud	glum	youth	budge
fu' el	numb	un' ion	thumb
mute	dumb	mu' sic	rud' dy
plume	thrust	tu' mor	tuft' ed

Find words in your reader having the key sounds.

TO THE TEACHER: Special drill is needed upon the long **u**. Its sound at the beginning of a word is that of the word **you**. Through carelessness, many errors in the pronunciation of words with **u** occur. Thus, **plume** is often called **plōm**.

LESSON 9.

Key ā ă, ē ě, ī ĭ, ō ŏ, ū ũ.

DICTATION.

Think before you speak.

Cuba and Puerto Rico are
islands in the West Indies.

LESSON 10.

In the Italian language the regular sound of **a** is as we give it in **ah**. That sound in the English language is indicated by two dots placed over it, thus—**ä**. It is called Italian **a**.

The sound of **a** in **ask** (marked **â**) so nearly resembles Italian **a** shortened that it may be properly called short Italian **a**.

To sound it give the syllable **ah**, slightly shortened. Do not mistake **â** for **ö**.

Key ä â.

ä	â	ä	â
tart	daft	star	lath
scar	bass	taunt	fast
calm	gasp	jaunt	a las'
aunt	clasp	daunt	mask
park	trance ✓	wrath	aft' er
stark	chance	launch	pas' ture
laugh	blanch	saun' ter	en hance'
psalm	pas' time ✓	har' vest	pass' port

TO THE TEACHER: It is quite common to pronounce words like **aunt**, **laugh**, **gasp**, **lath**, as though the **a** were like **ä** or **â**. Give special attention to the correction of this fault. Drill upon the sounds of **a** so far indicated—**ä**, **â**, **ä**, **â**.

As an occasional exercise, dictate the words of the lesson, changing their order, for pupils to write; then require them to mark the words as they understand them to be pronounced, without referring to the book.

LESSON 11.

GENERAL EXERCISE.

Drill on Italian Sounds of a.

TO THE TEACHER: The following lists are prepared as a general exercise for practice on the Italian sounds of **a**. They can be used in oral drill, books in hand, or as an exercise in word-marking from dictation. In oral drill, your enunciation must be the model. In dictation, break the order of the word lists.

Italian.

Äh, härm, bälm, läugh, pälm, lärch, ärm, häunt, chärm, gäunt, heärt, Märch, hälf, pärlor, stärch, bärge, jär, härt, cärve, psälm.

Short Italian.

Täsk, cäst, stäff, pänt, cräft, läss, bāth, äsk, väst, mäss, chānt, päss, advance, äfter, änt, bāsk, bläst, brānch, chāff, chānce, clāss, räft, lānce, wāft, cāsk bräss, Àmericà, Africà, Canàdà, Carolinà, Hāvanà, Montānà, Chinà, Emmà, Ellà, Idà, Clarà, Elizà, bānānà, sodà, sofà, commà, ideà, algebrà, dānce, deltà, dogmà, boà, comà, pupà.

Both Sounds.

Wräth, säunter, älms, gräsp, fläsk, pāsture, älmōnd, älārm, sälve, cälf, pāssover, bāth, shāft, trānce, quāff, Chārlēs, lärch, plāster, prānce, glānce, czār, bāsket, lāst, alās, gāpe, bärge, slānt, lävä, äbāft, ärch, pāstor, häunch, dānce, māster, amāss, färce, stārve, mästiff, Frānce, soprāno.

LESSON 12.

The sound of **a** in such words as **air** and **care** is indicated by a circumflex; thus, **â**.

The broad sound of **a** is that which the letter represents in the words **call** and **salt**. This sound is indicated by two dots placed under the **a**, thus, **ä**.

Key â ä.

â	ä	â	ä
chair	talk	dare	chalk
scare	claw	mare	dwarf
share	maul	spare	sward
snare	warm	glare	fal' ter
fair' y	sauce	prayer	fall' en
de spair'	waltz	par' ents	draw' ing

Write and mark ten words containing the sound **â**; also ten words containing the sound **ä**. By crossing out the silent letters in the words written, you will realize more fully the power of those that remain.

Do you not learn from this lesson that you have been habitually mispronouncing some common words? For instance, have you been saying **pârents** for **pârents**, **säss** for **sauce**, and **chöck** for **chalk**? It is as grave a fault to mispronounce as it is to misspell.

It is nice discrimination in the use of these shades of sound which, more than anything else, marks the conversation of people of culture.

To THE PUPIL: If you are not certain as to the pronunciation of the words you select, consult the dictionary.

LESSON 13.

The sound of **a**, as in **senate**, is its modified long sound. It is indicated by the modified macron, thus, **â**.

(See Table of Diacritical Marks, pages 13-15.)

Key â.

â	â	â	â
sen' ate	till' age	ad' age	pil' lage
sew' age	rav' age	sav' age	men' ace
pref' ace	prel' ate	vil' lage	cli' mate
cab' bage	cord' age	ter' race	cha ot' ic
del' i cate	band' age	herb' age	eq' ui page

Write ten words containing **a** as used above.

As shown in this and preceding lessons, **a** represents sounds as follows: **ā** or **â**, **ă**, **ä**, **â**, **â**, **ä**; **a** is also used in some words with a sound so very obscure that it is practically silent, as in **final**.

DICTATION.

Look beneath the surface.

There is always some one
worse off than yourself.

LESSON 14.

E occurring before **r** is generally sounded as **e** in **fern**, and is marked thus, **ě**. The mark is called the *tilde*.

E, as in the first letter of **event**, has the modified long sound of the letter, and is marked thus, **ē**. The mark is called the *modified macron*.

Key **ě ē**.

ě	ē	ě	ē
err	e lect'	verge	e rase'
fern	e vade'	in fer'	se lect'
verb	se rene'	merge	de tect'
herb	cre ate'	de ter'	de rive'
were	de ride'	mer' cy	de part'
ear' ly	de fend'	cler' gy	de bate'
swerve	re buke'	di vert'	de fame'
bar' ber	e ter' nal	ear' nest	re venge'
ver be' na	vin' e gar	per spiret'	rev' e nue

Write and mark ten words containing these sounds of **e**.

NOTE.— **e**, like **a**, is sometimes used with an extremely obscure sound, as in **novel**, **prudence**.

As has been shown, the letter **e** represents sounds as follows: **ē** or **ē**, **ě**, **ě**.

TO THE TEACHER: Drill your pupils in giving these sounds. Much careful practice is necessary to secure good pronunciation. Be sure that pupils open their mouths sufficiently in giving the vowel sounds.

LESSON 15.

I, in **idea**, has the modified long sound of the letter, and is marked thus, **ī**.

Key ī.

i de' al	bi sect'	i rate'	Chi nese ¹
bi en' ni al	di verse'	i dyl' lic	bi cus' pid
di ur' nal	i am' bic	gi gan' tic	qui es' cent
i den' ti ty	cli mat' ic	i den' ti fy	di ag' o nal

As has been shown, the letter **i** represents sounds as follows: **ī** or **ī**, **ī**, **ī**.

¹ Chī nēz'.

LESSON 16.

O, as in **obey**, has its modified long sound, which is indicated thus, **ō**.

O, as in **corn**, is marked with a circumflex: thus, **ô**.

Key ô ô.

ô	ô	ô	ô
bil' low	scorn	po et' ic	or' gan
wil' low	torch	pro fess'	tor' pid
✓ o paque ¹	or' der	fur' row	bor' der
pro cure'	corpse	pi o neer'	morn' ing
mar' row	for' tress	do mes' tic	gor' geous ²

¹ o pāk'. ² gôr' jūs.

LESSON 17.

GENERAL EXERCISE.

For Drill in the Sound of *o*.

Many of these words are commonly mispronounced. Avoid giving the broad sound of *a* (*a*) for the short sound of *o* (*o*).

cost	broth	throng	of' fer
lost	gloss	frost' y	of' ten
loft	froth	loss' es	of' fice
song	strong	sof' ten	cof' fin
dross	prongs	moss' es	cof' fee
mock	wrongs	cross' es	scoff' ing

Have you not been saying **cawst** for **cost**; **mawk** for **mock**; **awften** for **often**?

LESSON 18.

REVIEW IN MARKING.

Indicate the correct sounds of the letters by proper diacritical marks.

deaf	herb	early	chaotic
fairy	knob	bisect	terrace
maul	niche	divert	revenue
verge	waltz	tillage	perspire
sauce	psalm	pasture	Chinese
share	diverse	opaque	gigantic
launch	barber	saunter	equipage
ravage	parents	delicate	gorgeous

LESSON 19.

The sound of **oo**, as in **ooze**, is long, and is marked with the macron, thus, **ōō**.

The sound of **oo**, as in **foot**, is short, and is marked with the breve, thus, **öö**.

Key **ōō** **öö**.

ōō	öö	ōō	öö
coo	cook	pool	soot
loop	rook	boot	took
root	good	hoof	hook
roof	hood	roost	wool
food	nook	mood' y	cook' y
boor	wood	co coon' ✓	wood' y
soon	stood	ca boose'	wool' ly
room	crook	har poon'	coop' er
doom	shook	boom' ing	look' out
stoop	brook	whoop' ing	fish' hook
droop	look' ing	tooth' ache	good' ness
bloom	cook' ing	moon' shine	hood' wink

Have you been in the habit of saying **rōof** for **rōof**, **rōot** for **rōot**, **tōoth** for **tōoth**, **cōoper** for **cōoper**, or **sōon** for **sōon** ?

Write twenty words, ten containing **ōō**, and ten **öö**.

LESSON 20.

U as in **rude** is marked thus, **ʊ**. U as in **put** is marked thus, **ʊ̄**.

Key **ʊ ʊ̄**.

ʊ	ʊ	ʊ	ʊ̄
ruse	ful fill'	ru' by	bul' let
prude	pul' ley	ru' ral	pul' let
prune	bush' el	ru' er	pul' pit
spruce	cush' ion	bru' tal	joy' ful
in trude'	pud' ding	tru' ant	put' ting

LESSON 21.

U as in **urn** is marked thus, **û**. U as in **unite** has the modified long sound of the letter, and is marked thus, **û̄**.

Key **û û̄**.

û	û	û	û̄
furl	is' sue	gur' gle	fix' ture
purr	na' ture	sur' plus	ver' dure
urge	lei' sure	fur' nace	hu mane'
hurt	ref' uge	mur' mur	meas' ure
burn	mix' ture	pur' chase	su preme'

TO THE TEACHER: The various sounds of **u** have now been given, as follows: **û û̄, ʊ, ʊ̄, û û̄**. Drill the class in sounding **u** as indicated by these six markings.

LESSON 22.

Diphthongs.

Oi, oy, as in **toil** and **boy**, and **ou, ow**, as in **rout** and **howl**, are proper diphthongs.

In these the vowel sounds blend and the letters are not marked.

oi or oy	oi or oy	ou or ow	ou or ow
joy	re coil'	rouse	owl
troy	an noy'	growl	doubt
poise	re join'	bound	scowl
quoit	em ploy'	✓browse	ounce

Write twenty words, each containing a proper diphthong.

LESSON 23.

In improper diphthongs but one vowel is sounded, the other being silent; **ai**, **ea**, **oa** are examples.

ai=ā and ā	ea=ā and ä	oa=ō
lair	break	goal
train	hearth	shoal
braise	heart' y	foam

Copy the words, marking the active vowel of each diphthong and canceling the silent one.

TO THE TEACHER: Lesson 23 is given simply to indicate the use of improper diphthongs. Many mistakes in spelling result from failure to select the right diphthong out of several which represent the same sound in spelling a given syllable. Extensive practice in the use of diphthongs is necessary.

LESSON 24.

WORDS OFTEN MISPRONOUNCED.

For Drill in the Sounds of u.

In the following group the sound of **u**, in words beginning with that letter, is like the word **you**; as, **youſ age**, **uſage**. In the other words a slight sound of **ē** precedes the **u**.

pure	u' ni ſon	cube	mule
pu' ny	bu' gle	tu' mult	u' ni ty
uſ' age	fu' tile	pu' pil	u' ni form

If the **u** follows **d, j, t, l, n, s**, or **th**, as in the following words, its sound is like **ēu**, but long **e** is very brief.

Do not ſay **tyoon** or **toon** for **tune**; **dyoop**, **syoot**, **lyoot**, for **dupe**, **suit**, **lute**. The correct pronunciation is midway between theſe extremes. The word **suet** may teſt your ſkill in ſound-giving.

suit	flute	flu' id	lure
tube	nude	ſu' et	du' ty
sue	ju' ry	en ſue'	tu' lip
lute	juice	al lure'	tu' tor
dupe	ſtu' pid	nui' ſance	flu' ent

LESSON 25.

C has two sounds: Like **s**, as in **cent**, marked **ç** (soft); like **k**, as in **call**, marked **c** (hard).

Key ç c.

ç	c	ç	c
lace	clown	ac'id	cleave
space	clang	cit'ron	cab'in
ce'dar	comb	cis'tern	frac'tion
cin'der	mag'ic	ce dil'la	e lec'tion
cen'tral	cov'et	peace'a ble	va ca'tion

In a few words **c** has the sound of **z**. Examples: **Suffice**, **sacrifice**, **discern**.

LESSON 26.

Ch has three sounds: As in **catch**, unmarked **ch**; like **k**, as in **chaos**, marked **eh** (hard); like **sh**, as in **charade**, marked **çh** (soft).

Key ch eh çh.

ch	eh	çh	eh
chase	cha'os	cham'oïs ✓	an'chor
chide	chasm	cha teau' ✓	cho'rus
lurch	ep'och	che nille'	chro'mo
porch	or'chid	cha peau'	chron'ic
bench	chem'ist	chiv'al ry	Chris'tian

TO THE TEACHER: In the lessons on consonant sounds, pupils should be required to define or to illustrate the meaning of every word, to copy and mark each according to the key, and to cross out silent letters; also to write from ten to twenty words containing the key sounds.

LESSON 27.

G has two regular sounds. It is like **j**, as in **gem**, marked **ġ** (soft); and it is as in **gull**, marked **g̃** (hard).

Key **ġ** **g̃**.

ġ	g̃	ġ	g̃
gist	brig	gibe	gos'pel
gem	gave	en'gine	gov'ern
lodge	be gin'	mar'gin	car'goes
gen'der	gai'ter	dredg'ing	ice'bergs
cudg'el	gran'ite	gym'nast	ging'ham

NOTE.—In a few words, like **rouge** and **mirage**, **g** has the sound of **zh**.

LESSON 28.

S has two regular sounds: Like **z**, as in **has**, marked **ṣ** (soft); as in **same**, unmarked (sharp).

Key **ṣ** **s**.

ṣ	s	ṣ	s
cries	sort	nois'y	sil'ver
gnaws	spat	dis'mal	sal'low
straws	first	gos'ling	sor'did
cleanse	pass	dis cern'	ab solve'
~ muse'	this'tle	dis ease'	sur'geon

Do you mispronounce some common words? Have you not called **disease** **disease**, **dismal** **dismal**?

LESSON 29.

X* has two regular sounds: Like **gz**, as in **exist**, marked **x̣**; like **ks**, as in **wax**, unmarked **x**.

Key **x̣** **x**.

x̣	x	x̣	x
ex ist'	text	ex empt'	ex' ile
ex ert'	flax	ex haust'	ex' tra
ex alt'	hoax	ex hib' it	re' flex
ex ult'	ex' it	ex am' ple	ex cuse'
✓ ex hort'	ex claim'	ex am' ine	ex plain'

Do you not learn from this lesson that you have been mispronouncing some common words? Have you not said **e(ks)ample** for **e(gz)ample**, **e(ks)-amine** for **e(gz)amine**?

* At the beginning of a syllable **x** is sounded like **z**, as in **xebec**.

LESSON 30.

Th has two sounds: As in **thin**, unmarked **th**; as in **this**, marked **tḥ**.

Key **tḥ** **th**.

tḥ	tḥ	tḥ	tḥ
oath	thus	thick	with
cloth	blithe	earth	then
moth	oth' er	✓ in thrall'	those
mouth	thence	naph' tha	with' er
wreath	thith' er	throw	whith' er

TO THE TEACHER: Occasionally require all markings, so far learned, to be used in written work.

LESSON 31.

Th and sh.

The words **bath, cloth, moth, oath, lath, mouth, wreath, and path** are the only words that require the vocal sound of **th** in the plural.

piths	oaths	faiths	laths
earths	baths	cloths	paths
depths	moths	hearths	truths
breaths	mouths	wreaths	widths

Do not sound **sh** before **r** like **s**.

shrink	shred	shrill	shrug
shrink'ing	shrub	shroud	shril'ly
shrub ber y	shrewd	shrewd'ly	shrink age

LESSON 32.

Words in which **s** after an accented vowel represents the sound of **zh**. Pronounce **sion zhun**.

e ro'sion	e lu'sion	col li'sion
in ci sion	de ci sion	co he sion
di vi sion	de lu sion	ex plo sion
oc ca sion	con fu sion	per sua sion

Words in which **s** following a consonant has the sound of **sh**. Pronounce **sion shun**.

o mis'sion	ver'sion	per cus'sion
re mis sion	a ver'sion	im mer sion
pos ses sion	con cus sion	ex pres sion
per ver sion	op pres sion	com pres sion

LESSON 33.

Key n (=ng), ng.

chink	bunk	twang	wrin' kle
brink	clink	fin' ger	sprin' kle
slunk	blink	shrunk	junc' tion
blank	swing	ran' kle	con' gress
spring	min' gle	crin' kle	bring' ing
wrung	bun' gle	twin' kle	lan' guage

LESSON 34.

REVIEW IN MARKING.

Indicate the correct sounds of the letters by proper diacritical marks.

gibe	futile	refuge	gist
fluid	cistern	fixture	gem
poise	bushel	absolve	hoax
quoit	surfeit	chromo	discern
epoch	browse	caboose	chronic
chasm	anchor	chateau	whither
gnaws	midget	surgeon	exhaust
orchid	gosling	election	chamois
thistle	disease	chenille	Congress
cedilla	exhibit	chapeau	nuisance
exhort	cargoes	naphtha	gingham
cudgel	cushion	vacation	language
chemist	enthrall	gymnast	Christian
supreme	icebergs	peaceable	quiescent
dredging	hoodwink	toothache	whooping

LESSON 35.

Months and Their Abbreviations.

January, Jan.	July, - - - Jul.
February, Feb.	August, - - - Aug.
March, - Mar. or Mch.	September, - - Sept.
April, - Apl. or Apr.	October, - - - Oct.
May, - - May.	November, - - Nov.
June, - - Jun.	December, - - - Dec.

LESSON 36.

Common Abbreviations.

Meridian, or noon ;	pounds, - - - lbs.
thousand, - - - M.	Street, - - - St.
Ante Meridiem,	cents, - - - cts.
before noon, - A. M.	Number, - - - No.
Post Meridiem,	North, - - - N.
afternoon, - - P. M.	South, - - - S.
ounce, - - - oz.	East, - - - E.
hundredweight, - cwt.	West, - - - W.
answer, - - - ans.	example, - - - ex.
Year of our Lord, A. D.	Junior, - - - Jr.
Cash on Delivery, C.O.D.	Professor, - - Prof.
Postmaster, - - P. M.	United States, - U. S.
Secretary, - - - Sec.	Doctor of Laws, LL. D.

LESSON 37.

DICTATION.

I'll fares the land where wealth
increases and men deary.

Treat thy inferiors with kind-
ness; thou mayst change places.

TO THE PUPIL: Mark all the vowels in the underscored words.

LESSON 38.

Words to Be Marked.

vice ✓
jus'tice
flat'ter y
la'zi ness
tyr'an ny
de vo'tion
hos til'i ty
de cep'tion
im'pu dence
clum'si ness

char'i ty
loy'al ty
rude'ness
i'dle ness ✓
dis hon'or
am bi'tion
no bil'i ty
clev'er ness
shrewd'ness
in'ge nu'i ty

pu'ri ty
dis gust'
loath'ing
hon'es ty
keen'ness
meek'ness
ti mid'i ty
po lite'ness
pa'tri otism
pen'e tra'tion

Months :

January, Jan.

February, Feb.

March, - Mar

April, - Apr

May, - - M

June, - - J

Meridia

thou

Ante

bef

Post

af

ou

hr

a:

x

c

LESSON 41.

Words Ending in c which Require the Addition of k on Taking Certain Suffixes.

nic	mim'ic	traf'fic	frol'ic
'nicked	mim'icked	traf'fick er	frol'icked
'nick ing	mim'ick ing	traf'fick ing	frol'ick ing
	col'ic	zinc	
	col'ick y	zinck'y	

LESSON 42.

Words Frequently Mispronounced.

Sound the final vowel in these:

El'len	Lat'in	fun'nel	asp'en
chis'el	Hel'en	lin'den	glu'ten
sul'len	wool'en	mar'ten	kitch'en
car'bon	sud'den	chick'en	hy'phen

Have you been in the habit of saying **Hel'n**, **sull'n**, **nick'l**, etc.?

Sound the final vowel in the following:

fre	e'ven	kit'ten	e'vil
sev	gar'den	doz'en	dev'il
e le	gold'en	rai'sin	cous'in
hear	wood'en	ba'sin	leav'en
spo	a'then	bro'ken	wee'vil

Do not say **hellen**, **elevén**, **frozén**, etc.?

LESSON 43.

Names of Birds.

lark	crow	wren
stork	snipe	rob' in
ra' ven	thrush	lin' net
par' rot	mag' pie	mar' tin
o' ri ole	ca na' ry	os' trich
bob' o link	black' bird	star' ling

LESSON 44.

Names of Other Animals.

lynx	fawn	leech
whale	ti' ger	ot' ter
ze' bra	shrimp	cōr' al
fer' ret	jack' al	tur' tle
badg' er	hy e' na	bea' ver
lob' ster	pan' ther	rac coon'
an' te lope	hedge' hog	rein' deer

LESSON 45.

Actions of Animals.

yelp	bray	roar
snarl	howl	blēat
gnaw	graze	gnash
squeal	prowl	munch
crouch	prance	cow' er
gal' lop	bel' low	nib' ble
whin' ny	wā' low	wrig' gle

LESSON 46.

Parts of the Body.

ribs	veins	brain	flesh
spine	blood	thigh	lungs
skull	bones	joints	throat
liv' er	glands	mo' lar	tongue
mus' cle	stom' ach	ar' ter y	wind' pipe

LESSON 47.

In a Drug Store.

so' da	lo' tion	ton' ic	bo' rax
sĕn' nà	lin' seed	ar' ni ca	põt' ash
ī' ò dĭne	cor' dial	o' pi ate	plas' ter
pow' der	cap' sule	o' pi um	cam' phor
brō' mĭde	brim' stone	am mo' ni a	pep' per mint

LESSON 48.

Names of Diseases.

croup	ā' gŭe	gout	ul' ċer
fe' ver	scur' vy	fel' on	mumps
can' cer	ca tarrh'	ec' ze ma	vĕr' ti go
quin' sy	nau' se a	small' pox	drop' sy
chol' er a	lum ba' go	in flu en' za	cat' a lep sy

LESSON 49.

Names of Vehicles, Harness, Etc.

tire	bits	chaise	hames
hub	se dan'	cut' ter	sul' ky
dray	hal' ter	char' i ot	snaf' fle
thills	cou' pe' ¹	linch' pin	bi' cy cle
coach	bug' gy	ax' le tree	blink' ers
spoke	wag' on	pha' e ton	om' ni bus
sur' rey	hăn' sòm	ba rouche' ²	sur' cin gle
car' riage	cross' bar	check' rein	wag' on ette
vic to' ria	sleigh	rock' a way	mar' tin gale

¹ kōō' pá'. ² bá rōōsh'.

LESSON 50.

Words Containing ough.

tough	ought	brought	hough ²
rough	dough	wrought	lough ³
fought	e nough'	dough' ty	slough ⁴
though	thor' ough	bor' ough	drought
chough ¹	al though'	hic' cough	fur' lough

¹ chūf. ² hōk. ³ lōk. ⁴ slūf, slou, or slōō.

Select the words in which **gh** is sounded like **f**.
In which words is **gh** silent?

Which words contain **ou** as a proper diphthong?
In which words is **ou** sounded like ŭ? ō? ʌ?
ō? In which word like ōō?

LESSON 51.

Many mistakes in spelling are made because of uncertainty as to a syllable consisting of a single vowel.

a, e, or i, which?

pi'e ty	ver'i fy	mal'a dy	or'i fice
rar'i ty	ret'i nue	ep'i taph	ven'i son
lin'e al	prod'i gy	cat'a ract	pen'i tent
cam'e o	rel'e vant	ev'i dence	ben'e fit
al'i ment	cel'e brate	sem'i tone	chev'a lier'
his tor'i cal	dom'i nant	ac cept'a ble	fil'i bus ter

LESSON 52.

The Endings er and re.

Several words formerly ending in **re** are now better spelled by making the termination **er**.

sa' ber	fi' ber	mea' ger	mi' ter
ea' ger	ni' ter	spec' ter	the' a ter
cen' ter	lus' ter	scep' ter	ac cou' ter
neu' ter	som' ber	cal' i ber	rec on noi' ter

The following retain **re** to preserve the hard sound of **c**:

a' cre	na' cre	lu' cre	mas' sa cre
--------	---------	---------	-------------

LESSON 53.

Common Words Often Misspelled.

fi'er y	lil' y	un til'
gauge	dai' ly	vy' ing
ab' scess	ly' ing	su' mac
ab' sence	hy' ing	cur' a ble
du' te ous	oc' u list	sep' a rate ✓
cor' us cate	prai' rie	priv' i lege
chil' blains	im pos' tor	prej' u dice
con sen' sus	mis' tle toe	ri dic' u lous
ex hil' a rate	glyc' er in	rec om mend'
✓ ac com' mo date	in con test' a ble	syn on' y mous

LESSON 54.

Common Words Often Misspelled.

tier	lien	seize
sieve	siege	knoll
lil' ies	sib' yl	co' coa
oc' u lar	Ith' a ca	gyp' sy
nul' li fy	bul' lion (yūn)	a chieve'
bà nă' nă	bal' ance	mul' lein
ven' ti late	a bil' i ty	de ceiv' er
bat tal' ion	judg' ment	in oc' u late
căr' i că tūre	Ap' en nines	Feb' ru a ry
Cin cin na' ti	a bridg' ment	Cal i for' ni a
Mus' sul mans	vil i fi ca' tion	Wednes' day

LESSON 55.

Miscellaneous.

beast	coast	air' y
bulge	bev' el	tor' rid
breeze	fir' kin	an' kles
tas' sel	päs' tēl	bil' lion
a rouse'	pal' ace	crys' tal
in' sight	men' tal	curs' ing
a breast'	bur' glar	dīs māy'
bū' reau (rō)	ā gainst' (gēnst)	cau' tion

LESSON 56.

Miscellaneous.

tus' sle	pal' lid	lien
ca reer'	dē vīse'	la pel'
erō quet' (as)	con ceal'	ap pall'
dec' o rate	quib' ble	bil' ious
oint' ment	fer' til ize	chalk' y
rum' mage	bal' co ny	midg' et
read' i ness	eär' ā mēl	e nig' ma
en joy' ment	ker' o sene	be seech'

TO THE TEACHER: Oral spelling is a valuable exercise and should not be neglected. Recently it has been neglected because it is said, and truly, that the only practical use we make of spelling is in writing. While this is true we get a very much clearer and more complete concept of a word when we know its look and its sound also. In dictating words for oral spelling, no word should be pronounced more than once, nor should a pupil be allowed to make a second trial. It should be an exercise in training the class to hear correctly and to think correctly the first time. It is no place for guessing.

LESSON 57.

Review.

gout
snarl
shrug
a'gue
shrewd
bi'cy cle
ver'ti go
e ro'sion
dough'ty
col li'sion
am mo'ni a
car'i ca ture

siege
piths
niche
croup
ar'ni ca
oc'u lar
car'goes
e lu'sion
de ceiv'er
lum ba'go
re mis'sion
con cus'sion

sieve
knoll
slough
a chieve'
ben'e fit
bro'mide
chol'er a
Tues'day
fur'lough
co he'sion
in flu en'za
Wednes'day

LESSON 58.

Review.

laths
mi'ter
gyp'sy
quin'sy
lei'sure
cor'dial
ca tarrh'
ver'sion
rev'e nue
bat tal'ion
i den'ti ty
im mer'sion

feud
numb
thumb
swerve
ear'nest
pref'ace
cha ot'ic
en hance'
vin'e gar
gi gan'tic
do mes'tic
eq'ui page

wrath
psalm
wedge
arc'tic
co coon'
men'ace
i dyl'lic
saun'ter
di ur'nal
del'i cate
bi en'ni al
cat'a lep sy

LESSON 59.

Review.

jaunt
whine
tu' mor
se rene'
o paque'
de spair'
herb' age
Chi nese'
per spire'
bi cus' pid
i dol' a try
di ag' o nal

copse
corpse
squeak
fur' row
ca boose'
par' ents
re venge'
pi o neer'
har poon'
gor' geous
tooth' ache
pri va' tion

lair
lien
goal
quoit
ful fill'
sur' plus
col' ick y
frol' icked
pic' nicked
re' tro cede
Feb' ru a ry
des ti tu' tion

LESSON 60.

Review.

hoax
braise
or' chid
cudg' el
chron' ic
hy' phen
suc ceed'
che nille'
loath' ing
Chris' tian
dredg' ing
chiv' al ry

cleave
us' age
browse
cleanse
glu' ten
dis ease'
cha teau'
sur' geon
chem' ist
peace' a ble
shrewd' ness
in ge nu' i ty

blithe
chasm
cha' os
ep' och
hu māne'
meas' ure
nūi' sance
pur' chase
va ca' tion
in ter cede'
im' pu dence
pa' tri ot ism

LESSON 61.

Review.

re' flex
cit' ron
wreath
pi' geon
zinck' y
ab solve'
whith' er
wrin' kle
ex hib' it
hea' then
en thrall'
there' fore

lynx
ac' id
gnash
re cede'
gi raffe'
flan' nel
pu' ri ty
whin' ny
naph' tha
tyr' an ny
lan' guage
no bil' i ty

graze
dough
rai' sin
mim' ic
wee' vil
se cede'
cous' in
rac coon'
gym' nast
ti mid' i ty
de cep' tion
su per sede'

LESSON 62.

Review.

mus' cle
nau' se a
ec' ze ma
ver' dure
nul' li fy
glū' cose
ce dil' la
mur' mur
stom' ach
ar' ter y
ba rouche'
nar cis' sus

throat
mo' lar
i' o dine
jon' quil
cap' sule
cy' press
cham' ois
cam' phor
hy' a cinth
syc' a more
sup' pli cate
mar' tin gale

chaise
fought
cou' pé'
gen' tian
pen' u ry
car' riage
pe ti' tion
crim' i nal
dif' fi dent
vic to' ri a
sur' cin gle
dom' i nant

LESSON 63.

Review.

tas' sel
pi' e ty
neu' ter
rar' i ty
an' kles
or' i fice
ver' i fy
midg' et
drought
scep' ter
bil' ious
cal' i ber

a gainst'
bur' glar
ret' i nue
ven' i son
al' i ment
ep' i taph
pha' e ton
prod' i gy
fur' lough
rel' e vant
van' quish
thor' ough

ac cou' ter
pen' i tent
beau' ti fy
hic' cough
res' o nant
ev' i dence
cel' e brate
mas' sa cre
chev' a lier'
fil' i bus' ter
ac cept' a ble
rec on noi' ter

LESSON 64.

Review.

gauge
ly' ing
tus' sle
vy' ing
su' mac
de vise'
ea reer'
ap pall'
prai' rie
ab' scess
loz' enge
oc' u list

quib' ble
cro quet'
be seech'
du' te ous
fer' til ize
glyc' er in
sep' a rate
prac' ticed
oint' ment
ker' o sene
rum' mage
cir' cum flex

ar' chi tect
im pos' tor
priv' i lege
chil' blains
read' i ness
prej' u dice
lux u' ri ant
ex tin' guish
ri dic' u lous
ex hil' a rate
ex ag' ger ate
ac com' mo date

LESSON 65.

Geographical Terms.

pla teau' (eau=0)	globe	neap
isth' mus	del' ta	ax' eş
par al lel	ro tate	ea ñon (kăn' yün)
al ti tude	sol stice	ver nal
I so therm	e qua' tor	fis sure
ē qui nox	tỹ phoon	gla cier
es tu a ry	nau' ti eal	vol ca' no
ere' vasse'	Sar găs' so	Çau eă sian
mě rîd' i an	con' ti nent	rev o lu' tion
lon' gi tude	in cli na' tion	at' mos phere
Grēen wîch (1)	hem' i sphēre	cen trif' u gal
pen in' su la	prom on to ry	grav i ta' tion

LESSON 66.

Mathematical Terms.

gross	ra' ti 0 (shi)	quad' rant
quire	lin ē ar	div i dend
bî sect'	in ter est	ree tan gle
sex' tant	quo tient	eom pos' ite
in te ger	dî am' e ter	a rith me tic
deç i mal	re main der	sub trac tion
dis count	per çent age	sub' tra hend
no ta' tion	in vo lu' tion	e qui lat' er al
min' u end	nu' mer a tor	mul' ti pli cand
pro gres' sion	e quiv' a lent	çir eum' fer ençe
nu mer a' tion	ăv oir dũ pois'	de mon i na' tion
dem' 0n străte	dî vis i bil' i ty	mul ti pli ca' tion

PART II.

ORIGIN OF WORDS AND THEIR CLASSIFICATION.

According to their form and origin, words are of three classes, viz.: **Primitive**, **Derivative**, and **Compound**.

A **primitive** word is one not derived from any other in the same language; as, **home**, **form**, etc. Such words constitute the original stock of the mother tongue. Besides the primitive words belonging to the language, the English has many words that have been transferred to it from time to time, from almost every language, ancient and modern. The changes of primitive words, to show number and case in substantives, mode, tense, and agreement in verbs, and comparison in adjectives and adverbs, give occasion for many of the most common mistakes in spelling. Hence, primitive words need careful attention.

A **derivative** word is one formed by adding to a *root-word* a prefix or a suffix, or both, to modify its meaning. Examples: *reform*, *harmless*, *farmer*.

A **prefix** is a letter or one or more syllables united with the beginning of a word to modify its meaning. Examples: **pre** in *prefix*, **con** in *conform*, **in** in *inform*.

A **suffix** is a letter or one or more syllables united to the end of a word to modify its meaning. Examples: **less** in *heartless*, **hood** in *childhood*, **ness** in *goodness*.

The **root** of a derivative is the part to which the prefixes or suffixes are added. Examples: **fix** in *prefix*, **child** in *childhood*.

A **compound** word is one formed by joining two or more words together to express one idea. Examples: **school** and **house**, *schoolhouse*; **ill** and **natured**, *ill-natured*.

Many derivatives are formed by joining prefixes and suffixes to English root-words; but a very large number are made from Latin and Greek root-words. We shall study these in Part IV.

The parts of a compound word are usually joined by a hyphen at first; but as the word is used more and more, the tendency is to omit the hyphen. Hence, there are many words in which some good writers would use a hyphen, while others would not. Other words imperatively require the hyphen.

A **Syllable** is a single vowel or collection of letters pronounced by one impulse of the voice.

According to the number of syllables they contain, words are classified as **Monosyllables**, **Dissyllables**, **Trisyllables**, and **Polysyllables**.

A **Monosyllable** is a word of one syllable; as, **part**, **home**, **large**.

A **Dissyllable** is a word of two syllables; as, **part-ner**, **home-less**, **larg-er**.

A **Trisyllable** is a word of three syllables; as **part-ner-ship**, **awk-ward-ness**.

A **Polysyllable** is a word of more than three syllables; as, **co-part-ner-ship**, **in-de-struct-i-bil-i-ty**.

A syllable must not be divided at the end of a line.

LESSON 1.

Forming Compound Words.

Join the following words together in such a way as to make as many compounds as you can. Examples: **fox** and **glove**, **foxglove**; **door** and **way**, **doorway**.

tin	side	set	bill	man
ink	door	sill	post	fork
fox	path	way	shoe	band
sun	shine	shop	knife	latch
pen	stand	case	stack	spoon
hay	ta' ble	glove	ware	string
mat	house	smith	school	hold' er

LESSON 2.

Compound Words With Hyphen.

well'-born	ill-na' tured	to-day'
jew's-harp	well'-known	sky'-blue
well-bred	self-cul' ture	first-rate
side-wheel	pear'-shaped	hard-tack
awe-struck	stem-wind er	bird's-eye
school-ship	sis ters-in-law	long-lived
self-con ceit'	court-mar' tial	half-moon
sis' ter-in-law	moth' er-in-law	to-mor' row
half-heart ed	school-teach ing	wind'-break
well-in formed'	coun sel or-at-law ✓	heart's-ease
courts-mar' tial	coun sel ors-at-law	read y-made

TO THE PUPIL: Observe the plural of sister-in-law and similar words.

LESSON 3.

Compound Words in Which the Hyphen is Omitted.

hill' side
 knee pan
 fire proof
 dye wood
 curb stone
 sun stroke
 snow flake
 watch word
 tooth brush
 book keep er
 peace mak er
 ev er y where

post' boy
 wa ter fall
 hour glass
 glass house
 house maid
 court house
 bum ble bee
 ket tle drum
 hon ey comb
 hob by horse
 thun der bolt
 pow der flask

ice' berg
 rail road
 dew drop
 sun light
 rain drop
 north east
 day break
 land mark
 land la dy
 hand maid
 house wife
 wide spread

LESSON 4.

char' coal
 vine yard (yěrd)
 who ev' er
 out weigh
 more o ver
 wher ev er
 heart' ache
 news pa per
 hair breadth
 mas ter piece
 hand ker chief
 house keep ing
 coun ter march

sword' fish
 oat' meal
 rough hew
 steam boat
 post of fice
 lamp black
 now a days
 thread bare
 post mas ter
 un der brush
 ev er last' ing
 stock' hold er
 where a bouts

foot' fall
 out pour
 tûrn kēy
 hail stone
 head long
 else where
 horse shoe
 death like
 mean time
 quick sand
 moon beam
 bride groom
 straight way

LESSON 5.

A change of accent often changes the meaning of words. Pronounce the following words, accenting the first syllable, and notice that each when so accented is a noun. Pronounce them again, accenting the second syllable, and notice that they have now become verbs:

ob ject	es cort	con voy	in sult
ac cent	con vict	sur vey	pre fix
con test	con vert	fer ment	per mit
tor ment	pre lude	in crease	con flict
con trast	con tract	ab stract	per vert
con verse	com pound	per fume	con duct

There are many words that may be used either as nouns or adjectives or verbs without change of accent; as, **whis per**, **com plete**, **pa trol**, **per fect**, **pol ish**, **fin ish**, etc.

LESSON 6.

The first word of each pair is a noun or adjective; the second a verb:

ref' use	pres' ent	ab' sent	re' tail
re fuse'	pre sent'	ab sent'	re tail'
pro' test	prog' ress	proj' ect	con' fine
pro test'	pro gress'	pro ject'	con fine'
at' tri bute	com' pact	fre' quent	im' press
at trib' ute	com pact'	fre quent'	im press'

LESSON 7.

For Drill in Accent.

Spell and pronounce the following words. Mark the syllable which receives the greater force:

a way
pan el
di vide
be half
can dles
apt ness
dŷ nas tŷ
au then tic

ex cel
driv er
cho ral
ex press
on ward
spar'kle
his tŏr ic
de lin e a tion

le ver
pa rade
la ment
prŏ lŏgue
tra di tion
ve he ment
leg end a ry
in dul gence

LESSON 8.

For Drill in Accent.

liz ard
bal last
go pher
giz zard
co logne
val ance
bliz zard
ca tal pa
crit i cism
ad e quate
chrys o lite

bus tle
es teem
bar rack
spa cious
bev er age
cam paign
de li cious
dif fi dence
bar ba rous
crŷs tal lize
çham pagne

jui cy
peas ant
de vel op
en vel op
bru nette
dun geon
ce les tial
ăq ui line
ap er ture
cer e brum
bal us trade

LESSON 9.

Words Relating to Astronomy.

disk	Mars	na' dir	neb' u la
node	Ve' nus	com et	e clip' tic
signs	Sat urn	ze nith	e qua tor
phaſe	U ra nus	plan et	as' ter oid
or' bit	Ju pi ter	e clipse	sat el lite
gal ax y	Nep tune	zo' di ac	e qui nox
par al lax	u' ni verſe	sol ſtice	fir' ma ment

LESSON 10.

Words Relating to Botany.

ca' lyx	roots	pet' al	pan' ſy
lëg ùme	lobes	ſe pal	an ther
pet i ole	germ	tu ber	mid rib
ex o gen	bulbs	pol len	vein let
fil a ment	blade	lo bate	ſta men
per i carp	ten' dril	däh lia	co rol' la
en do gen	clem a tis	fo li age	he' li o trope

LESSON 11.

Words Relating to Geography.

o' cean	bay'ou (bî õõ)	deſ' ert	de gree'
har bor	llä nõſ	iſ land	la goon
trop ics	prov ince	chan nel	ſea' ſon
lon gi tude	tem per ate	par al lels	hem i ſphere
me rid' i an	pen in' ſu la	trib u ta ry	prom on to ry

LESSON 12.

Pertaining to Institutions of Learning.

col' lege	in' sti tute	u ni ver' si ty
nor mal	a cad' e my	the o log ic al
ly çe' um	phar ma cy	pol y teeh nic
med' ic al	sci en tif' ic	ag ri cul tur al
pri ma ry	pa rō ehī al	pre par' a to ry
gram mar	sem' i na ry	kin' der gar ten
re form' a to ry	com mer' cial	con serv' a to ry

LESSON 13.

Words Relating to Grammar.

ad' verb	plu' ral	syn' tax	im per' a tive
ad jec tive	pro noun	po ten' tial	con junc tion
de fect' ive	con ju gate	in fin i tive	im per son al
tran' si tive	mas cu line	ad ver bi al	prep o si' tion
par ti ci ple	de clen' sion	pos sess ive	com par' i son

LESSON 14.

Names of Precious Stones.

pearl	ō' nyx	ru' by	am' e thyst
o' pal	to paz	ag ate	car bun cle
ber yl	jas per	gar net	moon stone
di a mond	¹ sap phire	em er ald	² tour ma line
chrȳs' o lite	sār dō nȳx	car nel' ian	ehāl çed' ô nȳ

¹săf' tr²tōōr' mǎ līn

LESSON 15.

Relating to Music.

clef	fife	glee	flat
harp	tune	scale	staff
chant	sharp	trí' o	so' lo
dù et'	ten' or	car' ol	op' er a
pl ä' nõ	cor' net	oc' tave	trë' ble
ví o lin'	trump' et	lüll' à bÿ	man' do lin

LESSON 16.

Relating to Amusements.

fete (fai)	farce	rac' es	drä ma
cir' cus	row' ing	cy' cling	skat' ing
pag' eant	rev' el ry	fes' ti val	ban' quet
jug' gler y	car' ni val	wrest' ling	op er et' ta
pan o ra' ma	ath let' ics	a qua' ri um	to bog' gan
men ag' er ie (azh)	ex hi bi' tion	the at' ric al	pan' to mime

LESSON 17.

Relating to Light, Darkness, Heat, Cold.

<i>Light.</i>	<i>Darkness.</i>	<i>Heat.</i>	<i>Cold.</i>
flare	lū' rid	sti' fling	bleak
blaze	din' gy	mol' ten	frig' id
sheen	shad' y	swel' ter	glä' cial
flick' er	dusk' y	smol' der	win' try
glis' ten	murk' y	trop' ic al	i' ci ness
ra' di ant	gloom' y	suf' fo cate	con geal'
il lu' mine	low' er ing	sul' tri ness	be numb'

LESSON 18.

Difficult to Spell.

guise
 plaque
 gnarled
 har' ass
 al' ka li
 pal' frey
 rhu' barb
 mar' i tîme
 suf fi' cient
 lac' quer (ker)

ha' lo
 guin' ea
 sa li' va
 cel' er y
 ar' a ble
 as cêt' ic
 per' il ous
 pul' ver ize
 trans par' ent
 ex cep' tion al

o' men
 ôr' acle
 ster' île
 trav' ail
 pit' i ful
 co los' sal
 il lu' sions
 cal' çî mine
 col on nade'
 cen ten' ni al

LESSON 19.

Difficult to Spell.

clique
 chol' er a
 syr' inge
 biv' ouac
 por' poise
 griev' ance
 con' science
 strat' a gem
 lit' er a ture
 de scend' ant

myrrh
 nau' se a
 ep' au let
 nau' ti lus
 i' sin glass
 in gên' ious
 vac' ci nate
 ab sorp' tion
 lux u' ri ous
 tran quil' li ty

sur' feit
 â ë' rî al
 dis suade'
 ma la' ri a
 gon do lier'
 an' ti qua ry
 poul' tice (pou)
 nas tur' tium
 mas' quer ade
 hem' or rhage

LESSON 20.

Review.

sheen
murk' y
rev' el ry
pag' eant
trop' ic al
vine' yard
hail' stone
post' of fice
col on nade'
the at' ric al
self-con ceit'
court-mar' tial

plaque
guin' ea
gla' cial
syn' tax
cel' e ry
an' cient
de scend'
de crease'
sap' phire
em' i grate
cal' ci mine
cow' ard ice

guise
ster' ile
bul' lion
de ceive'
pal' frey
myr' i ad
co los' sal
per' il ous
ap plause'
po ten' tial
suf fi' cient
vil' i fi ca' tion

LESSON 21.

Review.

clique
myrrh
nau' se a
sim' i lar
ep' au let
am' e thyst
con' science
lit' er a ture
in gen' ious
lux u' ri ous
de scend' ant
pol' y tech' nic

biv' ouac
por' poise
dis suade'
pe cul' iar
dy' nas ty
a troc' i ty
crit' i cism
ad' e quate
hem' or rhage
mas' quer ade
the o log' ic al
mo not' o nous

sol' stice
peas' ant
ex' o gen
dun' geon
ce les' tial
per' i carp
aq' ui line
par' al lax
dif' fi dence
phar' ma cy
pa ro' chi al
cham pagne'

ENGLISH PREFIXES.

a =at, in, on.
be =by, about, over, to
 make.
en } =in, on, to make,
em } =made of.
for =not, from.
fore =before.
im } =in.
in }
mis =wrong, wrongly.

off =from.
out =beyond.
over =above.
to =the, this.
un =not (in adj. and
 nouns).
un =opposite act (in
 verbs).
under =beneath.
with =against, from.

ENGLISH SUFFIXES.

ard =one who.
dom =state of being, do-
 main of.
ed =past tense and past
 participle.
el } =by means of,
le } which.
en } =made of, to make,
 past participle,
 little (diminu-
 tive).
er } =one who or that
or } which.
er =more (comparative
 degree).
ery } =place where, state
ry } of being, collec-
 tion, art of.
est =most (superlative
 degree).
ful =full of, causing.
hood =state or quality of
 being.
ie } =little (diminutive).
y }

ing =the act, continuing.
ish =somewhat like, to
 make.
kin =little (diminutive).
less =without.
let =little (diminutive).
ling =little (diminutive).
ly =like, manner.
ness =state or quality of
 being.
ock =little (diminutive).
red =condition, state.
s } =plural of nouns;
es } third person sin-
 gular of verbs.
's } =possessive case.
ship =state of, office of.
some =full of, causing.
ster =one who.
th =state of being.
ward } =direction of.
wards }
wise =manner.
y See *ie*.
y =full of, having.

LESSON 22.

Derivative Words Illustrating English Prefixes.

Spell and define the following words :

with in'	a field'	a blaze'	for bade'
be cloud	off set	in trust	mis lead
mis deal	fore see	a shore	be friend
a ground	mis rule	o ver flow'	un bro ken
o ver rule'	with out	mis place'	o ver shoot'
un kempt'	fore cast	em bod y	un de ceive
out' break	fore' lock	off' shoot	un con cern
un hinged'	for borne'	en dan' ger	un der take
em pow er	in deed	un time ly	un guard' ed
o ver reach'	un' der coat	out stretch	un' der wood

LESSON 23.

Derivative Words Illustrating English Suffixes.

Spell and define :

moss' y	stealth	wise' ly	gir' dle
woe ful	weak' er	heir ship	wealth
brace let	fiend ish	boast ful	han dle
malt ster	kin dred	meek est	law yer
team ster	seed ling	brook let	mock er y
king dom	clown ish	win some	home ward
friend less	ha tred	toil some	vil lain ous
crude ness	false hood	rook er y	mel low ing
length wise	hus band ry	rough est	re la' tion ship
re tract' ing	con tract' or	grace less	bach' e lor hood

LESSON 24.

Word-Building.

In the following exercises join the prefixes to the words below them and write the words:

a	fore	mis	un
loft	bode	spell	fet' ter
head	warn	di rect'	u su al
stern	front	for' tune	writ ten
sleep	fa' thers	be hav' ior	changed
breast	thought	pro nounce	friend' ly

LESSON 25.

en	en or em	over	for	in or im
rich	broil	top	bid	fold
trust	chant	task	get	born
a' ble	balm	turn	give	graft
li ven	brace	look	lorn	press
no ble	throne	come	sake	mesh
fee ble	bat' tle	growth	swear	per' il

LESSON 26.

be	be	out	under
dim	fall	wit	jaw
strew	hind	ride	hand
speak	deck	vote	hang
stride	yond	rage	mine
smear	witch	grow	score
daz' zle	times	spread	drain

LESSON 27.

Word-Building.

In the following exercises add the suffixes to the words below them. Spell and define:

ish	al	en	dom
elf	form	hard	serf
salt	a vow'	dead	free
girl	re new	tight	earl
fool	mu sic	short	duke
child	bap' tism	black	thrall
yel' low	in stru ment	heark	mar' tyr

LESSON 28.

ed	en	ship	er	er or or
hurl	silk	lord	droll	ed' it
scour	birch	lady	meek	walk
gleam	wheat	hard	proud	grant
preach	bright	clerk	quaint	au' dit
quench	strength	schol' ar	ap point'	fol low

LESSON 29.

ful	ly	y	less	ness
heed	brisk	bulk	fruit	keen
cheer	rig' id	gawk	price	fresh
fright	quick	health	guile	swift
shame	sud' den	arch' er	thrift	stout
sor' row	moth er	leath er	breath	hoarse

LESSON 30.

Add the suffixes to the words below them. Spell and define:

some	al	like	ward
awe	lyr' ic	life	in
fear	ra tion	God	out
glad	be tray'	dove	way
whole	na' tion	saint	east
med' dle	no tion	la' dy	west
bur den	per son	globe	rear
cum ber	be troth'	ghost	back
trou ble	in ten tion	lamb	north
quar rel	pro fes sion	work man	south

LESSON 31.

WRITTEN EXERCISE.

*Why thus longing, thus forever sighing,
For the far-off, unattain'd, and dim,
While the beautiful, all round thee lying,
Offers up its low, perpetual hymn?*

—HARRIET W. SEWALL.

TO THE TEACHER: Require the pupil to copy the above exercise and to select and define all derivative words.

LESSON 32.

Ancient or Solemn Style.

Add the suffixes **eth**, **est**, or **edst** to all the words in this lesson. The verbs thus formed are used principally in the Bible or in prayer:

fear	fill	lift	rule
bless	take	like	hate
bring	send	feed	hold
look	bind	make	show
re pent'	keep	cov'er	reach
en dure	teach	mourn	think
pre pare	harm	be hold'	prove

LESSON 33.

Copy the following words, writing **way** after each word of the first column, **post** before each one in the second column, **self** before each in the third, and some word as **milk**, **journey**, before each word of the last column. Be careful in the use of the hyphen:

road	age	will	man
rail	boy	taught	man
half	man	de ni' al	man
tram	paid	re spect	man
road	town	de fense	man
gang	mark	ev' i dent	man
drive	rid' er	in dul' gent	man

LESSON 34.

Nouns Used Only in the Plural.

dumps	dregs	lees	goods
shears	bit' ters	eaves	banns
tac' tics	ti' dings	tongs	ash' es
nip' pers	trou' sers	rich' es	vi' tals
scis' sors	snuff' ers	twee' zers	for' ceps
pinch' ers	mo las' ses	spec' ta cles	ar' ehives
bil' liards	trap' pings	o' ver alls	ab o rig' i nes
ob' se quies	com' pass es	vict' uals (vit' ls)	nup' tials (shalz)

LESSON 35.

These nouns are commonly used only in the **plural** :

oats	thanks	as' sets	mor' als
em' bers	ves' pers	prem' i ses	trappings

These nouns are **plural** in form, **singular** in meaning :

news	eth' ics	op' tics	mea' sles
a cous' tics	phys' ics	me chan' ics	hy drau' lics
math e mat' ics	hys ter' ics	gym nas' tics	hy dro stat' ics

These nouns are **plural** in form, **singular** or **plural** in meaning :

alms	pains	means	series
------	-------	-------	--------

LESSON 36.

Changes in Words.

gad	goad	float	fleet
deal	dole	dyke	ditch
spear	spire	sleek	slick
tenth	tithe	truth	troth
weal	wealth	thrice	trice
sweep	swoop	swal' low	swill
val' et	var' let	bea con	beck' on

LESSON 37.

Names of Authors and Words from Mythology.

Car lyle'	Sterne	Ju' no
Hux' ley	Crabbe	sa' tȳr
Chau' cer	Froude	Ce' res
Tyn' dale	Shell' ey	na iads
Troll' ope	South' ey	nymph
Dis rae' li	cen' taur	Scȳl' lá
Wyc' liffe	phœ' nix	Di a' na
Tenn' y son	Bac' chus	gor' gon
Ma cau' lay	The' se us	Chā' ron
Thack' e ray	Mi ner' va	Tha lí' a
De Quin' cey	Cal lí' o pe	A pol' lo
Spen' cer (Herbert)	Mel pom' e ne	Cha rȳb' dīs
Spen' ser (Edmund)	Es' cu la' pi us	Terp sich' o re

LESSON 38.

Common Words Often Misspelled.

vāse	laud	ra'zor	sol' id
gāze	vault	ān īse	gas es
aēhe	gauze	len til	stol id
stain	crawl	wax y	os si fy
baste	thrall	dis till'	leg a cy
lāthe	trough (trōf)	bar' ley	clar i fy
wane	ba zaar'	cap tion	fal la cy
swain	fric' tion	dis perse'	hor ri fy
plaint	let tuce (tīs)	at rō phy	spec i fy
scythe	cal drōn	baş' i lisk	lep ro sy
triv' i al	cor' nice	will ful ly	fer ven cy
Brit ish	tinge ing	lau da num	ver dan cy

LESSON 39.

Common Words Often Misspelled.

fault	al' um	slui' cy	phlegm
ā' tōll	cyn ic	cur tain	sto' ic al
vaunt	sol ace	om e let	as' phalt
qualm	co erce'	sal a ble	grav i ty
sul' try	nov' ice	ar ti san	ar' ti fice
naught	vel lum	lov a ble	trop ic al
bought	fraught	ec sta sy	an ti dote
frig' ate	sigh' ing	mar i ner	jeal' ous y
skit tish	mor tise	hor ri ble	and i rons
spin' ach (āj)	aus tere'	im age ry	an ec dote
glā' cier (shēr)	par' a sol	ā' mi a ble	ac quit' tal
hyp o crite	ger mane'	in el' i gi ble	chan de lier'

RULES FOR SPELLING.

I. Words ending in **e**, preceded by a consonant, drop the **e** on taking a suffix beginning with a vowel. There are a few exceptions, as in **singeing**, where the **e** is retained to insure the soft sound of the **g**; **e** is also retained after **c** before suffixes beginning with **a** or **o**.

NOTE.—**e** final is dropped in derivatives from **awe**, **argue**, **judge**, **lodge**, **acknowledge**, **woe**, **abridge**, **due**, and **true**.

II. Monosyllables and words accented on the last syllable, ending in a single consonant preceded by a single short vowel, double the final consonant on taking a suffix beginning with a vowel. The plural of **gas** is an exception.

h, **j**, **q**, **w**, and **x** are never doubled.

Many writers double the final consonant in words of more than one syllable, even when the final syllable is not accented, as in **traveller**, **worshipper**, **levelling**, etc. Most of the dictionaries give authority for this, but there seems to be no good reason for it.

III. Words ending in **y**, preceded by a consonant, change the **y** to **i** on taking a suffix. If the suffix begins with **i** the **y** is retained, as in **copyist**. Derivations from adjectives of one syllable usually retain the final **y**, as **sly**, **slyly**; **dry**, **dryness**, etc.

NOTE.—Failure to observe these rules, in making the changes required by grammatical forms and in the derivation of words from English roots, is probably the most fruitful source of bad orthography. Hence, we often see such misspelling as *smokeing*, *begining*, *pityful*, etc.

Several other rules for spelling are sometimes given, but they seem to be of little or no value. These three are very important, and should be committed to memory.

LESSON 40.

Words derived from the primitive word **act** :

re act'	en act'	re act'ed	re en act'
ac' tor	ac' tion	o ver act'	re ac' tion
act ed	ac tu al	ac' tive ly	re act ing
ac tive	en act'ed	o ver act'ed	re en act' ed
act ing	ac' tu al ly	ac' tion a ble	en act' ment
ac tiv' i ty	en act' ing	o ver act' ing	re en act' ing

LESSON 41.

Add the suffix **er** to the following words. Give reason for doubling or not doubling the final consonant.

run	learn	cut	bear
play	mourn	knit	seek
swim	preach	shut	pro fess'
teach	in vent'	knock	con' quer

LESSON 42.

Add suffixes according to the rules. Spell and define each word formed by the proper addition of the suffix.

grave	+ ity, ly	firm	+ ness, ly
sub lime'	+ ity, ly	faith	+ ful, less
po lite	+ ness, ly	force	+ ful, less
trite	+ ness, ly	grace	+ ful, less
vague	+ ness, ly	tame	+ less, ness, ly

LESSON 43.

Join each prefix and each suffix with its primitive.
Write and define the derivatives thus formed:

<i>Prefixes.</i>	<i>Primitive Words.</i>	<i>Suffixes.</i>
mis	con ceive'	+ ed, ing, er
mis	con strue	+ ed, ing, er
mis	in form	+ ed, ing, er
mis	man' age	+ ed, ing, er
mis	trust	+ ed, ing, ful, er
under	val ue	+ ed, ing, er
	be queath'	+ ed, ing, al, er
	for give	+ en, ing, ness, er

LESSON 44.

Add suffixes to the following, according to rule :

diz'zy +ly, er, est, ness	eas'y +ly, er, est
heav y +ly, er, est, ness	mist y +ly, er, est
pret ty +ly, er, est, ness	soot y + er, est
mus ty +ly, er, est, ness	mud dy + er, est
stead y +ly, er, est, ness	wit ty +ly, er, est, cism
greed y +ly, er, est, ness	mer ry +ly, er, est, ment

LESSON 45.

Add suffixes and define the words formed :

dain' ty +er, est, ly, ness	sau' cy +er, est, ly, ness
wor thy +er, est, ly, ness	sur ly +er, est, ly, ness
hap py +er, est, ly, ness	clum sy +er, est, ly, ness
sil ly +er, est, ly, ness	word y +er, est, ness
co zy +er, est, ly, ness	good ly +er, est, ness

LESSON 46.

Form derivatives according to rules :

mod'i fy +ed, er, es, ing	spy +ed, es, ing
oc cu py +ed, er, es, ing	bur'y +ed, es, ing, al
de fy' +ed, er, es, ance	va ry +ed, es, ous, able
stud'y +ed, ous, es, ing	pit y +ed, es, less, able

Why is **y** not changed to **i** in the following words ?

scur'ry ing	lob'by ist	boy'ish	fly'ing
en joy'a ble	an noy'ing	bus y ing	as say'ing

LESSON 47.

Add suffixes. Define each new derivative :

tar'dy +er, est, ly, ness	har'dy +er, est, ly, ness
stur dy +er, est, ly, ness	la zy +er, est, ly, ness
smok y +er, est, ly, ness	sap py +er, est, ness
bus y +er, est, ly, ness	love ly +er, est, ness

LESSON 48.

Add suffixes according to rule :

an nul' +ed, ing	rub +ed, ing, er
pin +ed, ing	dig +ed, ing, er
beg +ed, ing, ar	con trol' +ed, ing, er
in ter mit' +ed, ing, ent	grub +ed, ing, er
de ter' +ed, ing, ent	job +ed, ing, er
pen +ed, ing, man	drum +ed, ing, er
in spire' +ed, ing, it, er, able	plot +ed, ing, er

LESSON 49.

Add suffixes. Construct short oral sentences containing new derivatives:

blame	+ed, ing, able	guide	+ed, ing
a dore'	+ed, ing, able	o blige'	+ed, ing
cen'sure	+ed, ing, able	fence	+ed, ing
ar gue	+ed, ing, able	scold	+ed, ing
match	+ed, ing, able, er	plague	+ed, ing, y
ad mire'	+ed, ing, able, er	note	+ed, ing, able
ad vise	+ed, ing, able, er	rem'edy	+ed, ing, less

LESSON 50.

Add the suffixes to the following words:

re fute'	+ ed, ing	serve	+ ed, ing
re late	+ ed, ing	nurse	+ ed, ing
smoke	+ ed, ing	curve	+ ed, ing
curse	+ ed, ing	in vade'	+ ed, ing
crave	+ ed, ing	rake	+ ed, ing
love	+ ed, ing	shave	+ ed, ing

Exceptions:

mar'riage	+ able	singe	+ ed, ing
change	+ able	tinge	+ ed, ing
peace	+ able	dye	+ ed, ing
charge	+ able	hoe	+ ing
ef face'	+ able	shoe	+ ing

Why are these words exceptions?

LESSON 51.

Add the suffixes below according to rule:

rec'ti fy	+ ed, ing	strat'i fy	+ ed, ing
rar e fy	+ ed, ing	stu pe fy	+ ed, ing
de bar'	+ ed, ing	tes ti fy	+ ed, ing
o mit	+ ed, ing	trans fer'	+ ed, ing
shov'el	+ ed, ing	ral' ly	+ ed, ing
stop	+ ed, ing	vil i fy	+ ed, ing
que'ry	+ ed, ing	pal sy	+ ed, ing
rig	+ ed, ing	clas si fy	+ ed, ing
car'ry	+ ed, ing	am pli fy	+ ed, ing

In these five words change **ie** to **y** before adding **ing**:

die	+ ed, ing	tie	+ ed, ing
hie	+ ed, ing	vie	+ ed, ing
lie	+ ed, ing		

LESSON 52.

1. Write five words derived from the primitive word **art**, and define each.

2. Give two words having the prefix **un** and the suffix **ful**. Define each.

3. Write five words derived from the primitive word **mind**, and define each.

4. Give meanings of the following five words: **thankfulness**, **governor**, **manliness**, **magical**, **cheerfulness**.

5. Let each pupil give and define a word having the prefix **be**.

LESSON 53.

EXERCISES UNDER THE RULES.

Define these four words : ally, defer, dainty, omit.

List to be Spelled.

al lies', <i>plural.</i>	dain' ties, <i>plural.</i>
al lied, <i>past tense.</i>	dain ti ly, <i>adverb.</i>
al ly ing, <i>present participle.</i>	dain ti ness, <i>state of.</i>
al lies, <i>third, singular, present.</i>	dain ti er, <i>comparative.</i>
de ferred', <i>past tense.</i>	dain ti est, <i>superlative.</i>
de fer ring, <i>present participle.</i>	o mit' ter, <i>one who.</i>
def' er ence, <i>act of.</i>	o mit ted, <i>past tense.</i>
de fer' rer, <i>one who.</i>	o mit ting, <i>present participle.</i>

TO THE TEACHER: Often the given word will belong to two or three parts of speech; but the pupil should understand that it may appear in his lesson as any one or all of these.

LESSON 54.

Words to be studied: dispose, chill, charge, worry, parry.

dis pose', <i>present participle.</i>	charge, <i>present participle.</i>
add able.	add able. •
one who.	wor' ry, <i>plural.</i>
act of.	<i>present participle.</i>
chill, <i>present participle.</i>	<i>third, singular, present.</i>
<i>comparative.</i>	<i>past tense.</i>
<i>superlative.</i>	par' ry <i>plural.</i>
add ness.	<i>present participle.</i>
adverb.	<i>past tense.</i>
<i>past tense.</i>	<i>third, singular, present.</i>
<i>third, singular.</i>	

TO THE TEACHER: Describe the form to be spelled, but do not pronounce it. Give the class similar lessons from time to time.

LESSON 55.

Possessive Forms.

To form the possessive of:

1. Singular nouns, and plural nouns not ending in *s*, add an apostrophe and *s*, thus: **boy, boy's; men, men's.**

2. Plural nouns ending in *s* add an apostrophe only, thus: **boys, boys'.**

<i>Singular.</i>	<i>Singular Possessive.</i>	<i>Plural.</i>	<i>Plural Possessive.</i>
fly	fly's	flies	flies'
man	man's	men	men's
goose	goose's	geese	geese's
fringe	fringe's	fring' es	fring' es'
cop' y	cop' y's	cop ies	cop ies'
writ er	writ er's	writ ers	writ ers'
serv ant	serv ant's	serv ants	serv ants'

LESSON 56.

Written Exercise.

Write the possessive forms of the following words:

fish	desk	girl	James
doll	mouse	lass	Ma' ry
ri' val	a byss'	kite	sail or
mir ror	pa' per	sled	bail iff
law yer	golf er	rab' bit	squir rel
spar row	ur chin	for ger	found er
ob e lisk	jan i tor	va grant	de tect' ive
bot a nist	stew ard	drum mer	spec ta tor

LESSON 57.

Plurals of Nouns Ending in o.

Add **es** to the following nouns to form the plural :

ech' o	car' go	po ta' to	vi rā' go
ve to	brā vo	to ma to	buf' fā lo
he rō	fres co	vol ca no	tor na' do
ne gro	grot to	tor pe do	mos qui to
mot to	cal i co	bra va do	in nu en' do
man go	em bar' go	mu lat to	des per a do

LESSON 58.

Nouns Ending in o.

In the following nouns, add **s** only to form the plural :

two	ze' ro	jun' tō	ra' tio
al' to	ty ro	ban jō	oc ta' vo
ha lo	las so	quar to	me men to
fol io	dit to	al bi' no	du o dec' i mo
sal vo	can to	pro vi so	im brogl' io (brōl' yō)

The United States has had many *heroes*.

Proportion is an equality of *ratios*.

The books are *mementos* of a happy holiday.

TO THE TEACHER : Require the pupils to use the words in these lessons in original sentences, in both the singular and plural form.

LESSON 59.

Irregular Plurals.

wife	wives	wolf	wolves
tooth	teeth	louse	lice
thief	thieves	beau	beaux
shelf	shelves	beef	beeves
child	chil' dren	goose	geese
wharf	wharves	ser' aph	ser' a phim
wom' an	wom' en	cher' ub	cher' u bim

LESSON 60.

Plurals of Nouns Ending in y.

sto' ry	sto' ries	sky	skies
can' dy	can' dies	cit' y	cit' ies
val' ley	val' leys	sal' ly	sal' lies
cher' ry	cher' ries	vol' ley	vol' leys
pop' py	pop' pies	bel' fry	bel' fries
mon' ey	mon' eys	sur vey'	sur veys'
jock' ey	jock' eys	tur' key	tur' keys
coun' ty	coun' ties	don' key	don' keys
mon' key	mon' keys	chim' ney	chim' neys

NOTE.—If y is preceded by a consonant, change y to i and add es to form the plural. If y is preceded by a vowel, form the plural in the usual way, by the addition of s.

LESSON 61.

Write plurals to the following:

cro'ny	al loy'	gra'vy	sher'ry
par ty	na'vy	kid ney	anx i'e ty
os prey	fer ry	shan ty	in'dus try
dis play'	es say	col o ny	col lo quy
coun'try	trea ty	gal ler y	at tor'ney
stair way	ag o ny	par o dy	au thor i ty

Give reason for changing or not changing *y* to *i*, as the case may be.

LESSON 62.

Some nouns have two plurals of different forms and different meanings.

die	dies	dice
pea	peas	pease
cloth	cloths	clothes
in'dex	in'dex es	in'di ces
pen ny	pen nies	pence
broth er	broth ers	breth ren

The voice of my *brother* rang through the house.

The *brothers* were seldom found far apart.

"I found my old accustomed place among my *brethren*."

TO THE TEACHER: Require the pupil to use the above words in sentences to illustrate their several meanings.

LESSON 63.

Many Latin and Greek words are in common use in English, and should have their Latin and Greek plurals.

ax' is	ax' es	o' a sis	o' a ses
fo' cus	fo' ci	ra' di us	ra' di i
ba' sis	ba' ses	in' dex	in' di ces
cri' sis	cri' ses	stra' tum	stra' ta
cac' tus	cac' ti	a nal' y sis	a nal' y ses
da' tum	da' ta	em' pha sis	em' pha ses
fun' gus	fun' gi	mo men' tum	mo men' ta

NOTE.—There is a general tendency to adopt the English plural when a foreign noun comes into common use; as, *crocuses*, *formulas*, *geniuses*, *encomiums*.

LESSON 64.

Many words from foreign languages retain their original plurals.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
lo' cus	lo' ci	the' sis	the' ses
lar va	lar væ	ge nus	gen e ra
vor tex	vor ti ces	ver tex	ver ti ces
pol y pus	pol y pi	for mu la	for mu læ
tu mu lus	tu mu li	el lip' sis	el lip' ses
spec trum	spec tra	ter' mi nus	ter' mi ni
a lum' nus	a lum' ni	spec u lum	spec u la

<i>Singular.</i>
an tith' e sis
pa ren the sis
phe nom e non
mem o ran' dum

<i>Plural.</i>
an tith' e ses
pa ren the ses
phe nom e na
mem o ran' da

LESSON 65.

Write the plurals of the following words :

al' oe	vig' il	dress	ac' tress
cheese	cy cle	church	sau sage
ber' ry	cup ful	en' voy	jour ney
ab bey	con voy	host ess	spoon ful
pe o ny	god dess	lot ter y	a pol' o gy .
pyg my	watch man	com e dy	zouave (zwäy)

LESSON 66.

Give the meaning of the prefixes and suffixes in the following words :

be daub'	eye' let	ham' let
a' gu ish	knot ty	thim ble
rail ler y	riv u let	brack ish
slug gard	pen ni less	shrew ish
un der rate	loath some	en shroud'
mis be have'	knight hood	ven' ture some
o ver charge'	ap pren' tice ship	Christ en dom

LESSON 67.

noz' zle	flax' en	nap' kin
crip ple	spin dle	hatch et
cloth ier	flow er et	be night'
twinge ing	af ter wards	whis' tler
cer e mo' ni al	weight i ness	found ling
pa rish' ion ers	nēc es sa ries	fore cas tle
al pha bet' i cal	prob a bil' i ty	bach e lor hood

LESSON 68.

Plurals and Possessives.

<i>Singular.</i>	<i>Singular Possessive.</i>	<i>Plural.</i>	<i>Plural Possessive.</i>
ty' rant	ty' rant's	ty' rants	ty rants'
skep tic	skeptic's	skep tics	skeptics'
or phan	or phan's	or phans	or phans'
no ta ry	no ta ry's	no ta ries	no ta ries'
cap tive	cap tive's	cap tives	cap tives'
of fi cer	of fi cer's	of fi cers	of fi cers'
pa tri ot	pa tri ot's	pa tri ots	pa tri ots'
board er	board er's	board ers	board ers'
cred it or	cred it or's	cred it ors	cred it ors'
a pos' tate	a pos' tate's	a pos' tates	a pos' tates'
fish' er man	fish' er man's	fish' er men	fish' er men's

LESSON 69.

Plurals and Possessives.

<i>Singular.</i>	<i>Singular Possessive.</i>	<i>Plural.</i>	<i>Plural Possessive.</i>
jel' ly	jel' ly's	jel' lies	jel' lies'
po ny	po ny's	po nies	po nies'
ar my	ar my's	ar mies	ar mies'
en try	en try's	en tries	en tries'
ba by	ba by's	ba bies	ba bies'
dai sy	dai sy's	dai sies	dai sies'
ef fi gy	ef fi gy's	ef fi gies	ef fi gies'
tro phy	tro phy's	tro phies	tro phies'
quar ry	quar ry's	quar ries	quar ries'
fac to ry	fac to ry's	fac to ries	fac to ries'
nov el ty	nov el ty's	nov el ties	nov el ties'

LESSON 70.

Changes Indicating Gender.

ess signifies feminine gender.

Write the feminine form for the following words :

Jew	o' gre	tai' lor	po' et
host	priest	trai tor	gi ant
pa' tron	dea' con	sor cer er	mon i tor
song ster	shep herd	pre cep' tor	en chant' er

Many words change to denote gender.

Write the feminine form for the following :

son	un' cle	lad	ab' bot
boy	fa ther	king	mas ter
man	neph ew	monk	wid ow er
buck	hus band	hunt' er	gen tle man

LESSON 71.

Write the feminine form for each of the following words :

lord	duke	sir	ox
count	li' on	earl	horse
wiz' ard	fri ar	stag	drake
vo ta' ry	mis ter	au' thor	sul' tan
bach' e lor	ed i tor	ca ter er	gan der
ex ec' u tor	land lord	ad min is tra' tor	tes ta' tor

LESSON 72.

Words Often Misspelled.

c, s, or sc ?

pau' ci ty	es' sence	ar' se nic	re source'
sto i cism	cres cent	su i cide	a pos ta sy
vas e line	os cil late	sin cere'	scin' til late
vac il late	spec i men	scen' er y	ef fer vesce'
tran scend'	as cer tain'	in ci' sive	nec' es sa ry
ret' i cence	ne ces' si ty	fe roc i ty	con de scend'
di ver' si ty	pre coc i ty	pos' si ble	pro pen' si ty
ac qui esce'	fe lic i tous	pro bos' cis	ex cres cence

LESSON 73.

Geographical Abbreviations.

Maine,	Me.	Tex' as,	Tex.
Kan' sas,	Kan.	Ne vä' da,	Nev.
Flor' i da,	Fla.	Geor' gi a,	Ga.
Mon tä' na,	Mont.	Ver mont',	Vt.
Ar i zo' na,	Ariz.	Ar' kan sas (saw),	Ark.
Miss ou' ri,	Mo.	Ne bras' ka,	Nebr.
Ken tuck' y,	Ky.	Mar' y land,	Md.
Wy o' ming,	Wyo.	Il li nois' (not),	Ill.
Col o rä' do,	Col.	Lou i si a' na,	La.
Cal i for' ni a,	Calif.	Rhode Is' land,	R. I.
South Da ko' ta,	S. Dak.	Mass a chu' setts,	Mass.
Penn syl va' ni a,	Pa.	West Vir gin' i a,	W. Va.
North Car o li' na,	N. C.	New Hamp' shire,	N. H.

LESSON 74.

Words Hard to Pronounce.

fig' t're	cũ p'ô la	des' ig nate
Ar' a bic	col ùmn	con ver sant
ac cli' mate	car' b'ine	c'ôm' m'ũ nist
bron ehi tis	r'êt i çent	com pro mise
à m'ê na ble	com bat ant	com' pa ra ble
blas' phe mous	con spir' a cy	com plai sançe

LESSON 75.

re cess'	ad dress'	co quet' ry
or' d'ê al	im pi ous	ex' qui site
ca n'ine'	d'ĩ plo ma	cu mu la tive
flae' çid	grăn' à r'ỹ	ir r'êv' o ca ble
h'ôs' t'ile	d'ĩ dac' tic	ver mil ion (yan)
d'êf' i cit	fem' i n'ine	ar ehi pel' a go
cũ ri ous	p'âl a ta ble	pho tog' ra pher
gr'ĩ m'âce'	d'êss ul t'ô ry	in ter rog' a tive

LESSON 76.

squã' lor	va g'ã' ry	cu r'ã' tor
c'êre ment	f'ĩ nance'	cel' lu lar
cov et ous	g'ôn d'ô la	mu s'ê' um
cor ol la ry	n'êm' e sis	d'ĩs' pu tant
pre c'êd' ence	r'êf er a ble	con d'ô' lence
mis' ch'ie vous	co ad ju' tor	c'ôn' t'ũ m'ê l'ỹ
con ser va tor	re cip' ro cal	per òmp to ry
for mi da ble	chas' t'ise ment	pl'ê b'ê' ian (yan)

LESSON 77.

Review.

gauze	weal	dyke
slui' cy	shears	bai' liff
clar' i fy	ma' tins	sap' py
va' ri ous	na' iads	na' vies
un kempt'	ob' e lisk	os' preys
fore warn'	lep' ro sy	ar' ti san
plagu' ing	phœ' nix	quar' ries
prem' i ses	for borne'	fledg' ling
strat' i fied	ac tiv' i ty	mo men' tous
bap tis' mal	thrall' dom	mis' chiev ous
mis man' age	cher' u bim	ar chi pel' a go
ab o rig' i nes	mis pro nounce'	in ter rog' a tive

LESSON 78.

Review.

ze' ros	louse	lice
ty' ros	drake	phlegm
trough	zouave	vil' i fy
ur' chin	ef' fi gy	ar' gued
let' tuce	ba zaar'	in dorsed'
sal' a ble	nov' el ty	stur' di ly
sher' ries	skit' tish	diz' zi ness
stew' ard	sau' sage	pal' sy ing
pen' ni less	el lip' sis	match' less
be troth' al	spec' i fy	tar' di ness
re med' i less	pau' ci ty	co ad ju' tor
trans fer' ring	ver' dan cy	me men' tos

LESSON 79.

Review.

trice	ech' o	dit' to
Ce' res	beeves	a blaze'
stra' ta	gawk' y	man' go
wharves	col' o ny	pop' pies
re source'	crav' ing	fiend' ish
anx i' e ty	im press'	Bac' chus
un fet' ter	bil' liards	au' di tor
un hinged'	for swear'	an nulled'
a cous' tics	col' lo quy	greed' i ly
Ne bras' ka	clas' si fied	hys ter' ics
ob' se quies	un de ceive'	du o dec' i mos
mar' tyr dom	Es cu lap' i us	hy dro stat' ics

LESSON 80.

Review.

pease	dice	wives
vaunt	al' oe	con' voy
fol' i o	def' i cit	pe' o ny
jun' to	pyg' my (or pig)	a' gu ish
sal' lies	kid' ney	skep' tic
jock' eys	rig' id ly	im mesh'
in' di ces	breth' ren	be smear'
tes ta' tor	po ta' toes	a pos' tate
guile' less	a pol' o gy	be daz' zle
vi ra' goes	pro bos' cis	re pent' eth
to ma' toes	ex ec' u tor	re tract' ing
crude' ness	pre coc' i ty	hy drau' lics

LESSON 81.

Review.

var' let
 Di a' na
 rar' e fy
 A pol' lo
 be witch'
 vict' uals
 nup' tials
 Mi ner' va
 mod' i fied
 and' i rons
 Ma cau' lay
 chan de lier'

tithe
 cyn' ic
 par' ry
 eth' ics
 triv' i al
 phys' ics
 ar' chives
 in spir' ing
 blam' a ble
 De Quin' cey
 in ter mit' tent
 math e mat' ics

ache
 va' let
 scythe
 Bri' tish
 shan' ty
 aus tere'
 Chau' cer
 ger mane'
 in vad' ing
 blame' less
 di ver' si ty
 ef face' a ble

LESSON 82.

Review.

banns
 lyr' ic al
 sur' li er
 awe' some
 tram' way
 trap' pings
 hus' band ry
 self-re spect'
 un der score'
 Thack' e ray
 be queath' al
 self-in dul' gence

goad
 shears
 gir' dle
 kin' dred
 twee' zers
 dain' ti er
 rec' ti fied
 mock' er y
 que' ry ing
 vil' lain ous
 length' wise
 schol' ar ship

eaves
 a byss'
 de fied'
 dis till'
 Froude
 spin' ach
 as' phalt
 de terred'
 re fut' ing
 a' tro phy
 hoarse' ness
 lau' da num

PART III.

HOMONYMS.

In our language many words of various meanings, because built from different roots, are pronounced alike or nearly alike. These are called homonyms. The following lessons contain a very complete list of these words. Each is followed by a synonym, or by a phrase indicating its meaning; enough is given to *distinguish* the words, but no attempt is made to present complete definitions, or to indicate all the various meanings of the words.

TO THE TEACHER: The pupil should learn to spell these homonyms, and to distinguish carefully their meanings; and he should be required to construct a great number of sentences in which they are properly used. Much the larger part of them consists of very common words. For a review of these lessons the teacher should construct a large number of dictation lessons similar to Lesson 52.

LESSON 1.

Homonyms.

ate, <i>did eat.</i>	arc, <i>part of a circumference.</i>
eight, <i>a number.</i>	ark, <i>a vessel.</i>
all, <i>the whole.</i>	aisle, <i>passage in a church.</i>
awl, <i>a tool.</i>	isle, <i>an island.</i>
ale, <i>a liquor.</i>	au' ger, <i>for boring.</i>
ail, <i>in pain or trouble.</i>	au gur, <i>to foretell.</i>
as cent', <i>a going up.</i>	air, <i>for breathing.</i>
as sent, <i>agreement.</i>	e'er, <i>ever.</i>
aught, <i>anything.</i>	heir, <i>one who inherits.</i>
ought, <i>bound by duty.</i>	ere, <i>before.</i>

LESSON 2.

Homonyms.

adds, <i>does add.</i>	bate, <i>to diminish.</i>
adz, <i>a cooper's ax.</i>	bait, <i>to allure.</i>
board, <i>a plank.</i>	bad, <i>not good.</i>
bored, <i>did bore.</i>	bade, <i>did bid.</i>
borne, <i>carried.</i>	be, <i>exist.</i>
bound, <i>a boundary.</i>	bee, <i>an insect.</i>
brute, <i>a beast.</i>	bell, <i>for ringing.</i>
bruit, <i>to noise abroad.</i>	belle, <i>a fine lady.</i>
brows, <i>plural of brow.</i>	blew, <i>did blow.</i>
browse, <i>to feed.</i>	blue, <i>a color.</i>

LESSON 3.

Homonyms.

but, <i>a conjunction.</i>	beat, <i>to strike.</i>
butt, <i>the larger end.</i>	beet, <i>a vegetable.</i>
bear, <i>an animal.</i>	beer, <i>a drink.</i>
bare, <i>naked.</i>	bier, <i>for the dead.</i>
base, <i>at the bottom.</i>	bred, <i>brought up.</i>
bass, <i>in music.</i>	bread, <i>food.</i>
ball, <i>a round body.</i>	ber' ry, <i>a small fruit.</i>
bawl, <i>to shout.</i>	bur y, <i>to cover.</i>
beach, <i>a shore.</i>	beau, <i>a gay fellow.</i>
beech, <i>a tree.</i>	bow, <i>for shooting.</i>

LESSON 4.

Homonyms.

boar, <i>a male swine.</i>	bar' on, <i>a title.</i>
bore, <i>to make a hole.</i>	bar ren, <i>unfruitful.</i>
berth, <i>a sleeping place.</i>	by, <i>near.</i>
birth, <i>coming into life.</i>	buy, <i>to purchase.</i>
breach, <i>a gap.</i>	bowl, <i>a vessel.</i>
breech, <i>the hinder part.</i>	boll, <i>seed vessel of a plant.</i>
bale, <i>a bundle.</i>	bold'er, <i>more bold.</i>
bail, <i>the handle.</i>	bowl der, <i>a piece of rock.</i>
bor' ough, <i>a town.</i>	brews, <i>does brew.</i>
bur row, <i>for animals.</i>	bruise, <i>to crush.</i>

LESSON 5.

Homonyms.

creak, <i>to make a noise.</i>	crews, <i>of ships.</i>
creek, <i>a small stream.</i>	cruise, <i>to sail around.</i>
cell, <i>a small room.</i>	core, <i>the heart.</i>
sell, <i>to exchange.</i>	corps, <i>a body of soldiers.</i>
coarse, <i>rough.</i>	clause, <i>part of a sentence.</i>
course, <i>way.</i>	claws, <i>of animals.</i>
choir, <i>band of singers.</i>	climb, <i>to go up.</i>
quire, <i>of paper.</i>	clime, <i>a region.</i>
cent, <i>a coin.</i>	cast, <i>to throw.</i>
scent, <i>an odor.</i>	caste, <i>a rank.</i>
sent, <i>did send.</i>	

LESSON 6.

Musical Terms.

bal' lad	sön' net	gui tar'	zith' er
quar tet'	cym bals	so nä ta	quin tet'
an' them	clar i net	so prä no	lï bret to
bar i tone	can ti cle	ser e nade'	can tä ta
dul ci mer	con tral' to	chro mat' ic	or' eh es tra
di a ton' ic	me lo de on	ac cor di on	or a to' ri o

LESSON 7.

Nautical Terms.

keel	barge	ves' sel	shrouds
en' sign	rud' der	purs er	pack' et
sa loon'	cruis er	life boat	com pass
ad' mi ral	pen nant	pin nace	steer age
gang way	port hole	squad ron	surf boat
sehoon er	moor ings	bul warks	i ron clad
bin na cle	tar pau' lin	com mo dore	fore cas tle

LESSON 8.

Relating to Light, Darkness, Heat.

<i>Light.</i>	<i>Darkness.</i>	<i>Heat.</i>
au ro' ra	eb' on	seethe
lus' trous	sa ble	tor' rid
re ful' gent	pitch y	fer vid
lu' mi nous	murk y	sul try
lu mi na ry	ob scure'	ar dent
o pal es' cent	swarth' y	ca lor' ic
scin til la tion	shad ow y	ther' mal
in can des cent	noc tur' nal	scorch ing

LESSON 9.

Homonyms.

cede, <i>to give up.</i>	ces' sion, <i>the act of ceding.</i>
seed, <i>of plants.</i>	ses sion, <i>a sitting.</i>
chaste, <i>pure.</i>	ceil ing, <i>of a room.</i>
chased, <i>did chase.</i>	seal ing, <i>with a seal.</i>
can' on, <i>a rule.</i>	ce re al, <i>relating to grains.</i>
can non, <i>a big gun.</i>	se ri al, <i>relating to a series.</i>
can vas, <i>coarse cloth.</i>	crew el, <i>worsted work.</i>
can vass, <i>to examine.</i>	cru el, <i>not kind.</i>
cap i tal, <i>chief.</i>	cel lar, <i>room under ground.</i>
cap i tol, <i>chief building.</i>	sell er, <i>one who sells.</i>

LESSON 10.

Homonyms.

col' lar, <i>for the neck.</i>	cask, <i>a small barrel.</i>
chol er, <i>wrath.</i>	casque, <i>a helmet.</i>
coun cil, <i>an assembly.</i>	cyg' net, <i>a young swan.</i>
coun sel, <i>advice.</i>	sig net, <i>a seal.</i>
cur rant, <i>a fruit.</i>	caws, <i>cries of a crow.</i>
cur rent, <i>a stream.</i>	cause, <i>a reason.</i>
car at, <i>a weight.</i>	die, <i>to expire.</i>
car rot, <i>a vegetable.</i>	dye, <i>a color.</i>
com pli ment, <i>praise.</i>	sym' bol, <i>a sign.</i>
com ple ment, <i>that which completes.</i>	cym bal, <i>a musical instru- ment.</i>

LESSON 11.

ible or able ?

viſ' i ble
 leġ i ble
 doç i ble
 flex i ble
 ter ri ble
 ca pa ble
 pal pa ble
 tol er a ble
 in del' i ble
 re du ci ble
 eq' ui ta ble
 at tain' a ble
 des' pi ca ble
 prac ti ca ble
 ne go' ti a ble
 ir re sist' i ble

fal' li ble
 tèn a ble
 au di ble
 laud a ble
 blām a ble
 tract a ble
 in ef' fa ble
 fa' vor a ble
 mis er a ble
 es ti ma ble
 di gest' i ble
 hon' or a ble
 no tice a ble
 vul ner a ble
 de plor' a ble
 cor rupt i ble

us' a ble
 el i gi ble
 plau si ble
 charge a ble
 de fen' si ble
 ex pan si ble
 sus cep ti ble
 con vert i ble
 per ceiv a ble
 in tel li gi ble
 im preg na ble
 com press i ble
 in dis put a ble
 in ex press' i ble
 in ex haust i ble
 in dis pen sa ble

LESSON 12.

cal or cle ?

tŷp' ic al
 vē hi cle
 trī cy cle
 trag ic al
 pin na cle
 spher ic al
 drop si cal
 tech nic al

i' ci cle
 log ic al
 mir a cle
 com ic al
 mu sic al
 phys ic al
 bar na cle
 re cep' ta cle

cu' bic al
 cŷn ic al
 ob sta cle
 prac ti cal
 spec ta cle
 nu mer' i cal
 ma jes tic al
 me chan ic al

ar' ti cle
 top ic al
 crit ic al
 pel li cle
 ver ti cal
 sa tir' ic al
 sta tis tic al
 hys ter ic al

LESSON 13.

Homonyms.

damn, <i>to condemn.</i>	fair, <i>beautiful.</i>
dam, <i>to stop water.</i>	fare, <i>food.</i>
dew, <i>moisture.</i>	frays, <i>quarrels.</i>
due, <i>not paid.</i>	phrase, <i>connected words.</i>
dun, <i>a color.</i>	feat, <i>an exploit.</i>
done, <i>performed.</i>	feet, <i>plural of foot.</i>
dire, <i>dreadful.</i>	flea, <i>an insect.</i>
dy'er, <i>one who dyes.</i>	flee, <i>to run away.</i>
daze, <i>to dazzle.</i>	fore, <i>in front.</i>
days, <i>plural of day.</i>	four, <i>a number.</i>

LESSON 14.

Homonyms.

fourth, <i>a number.</i>	fish'er, <i>one who fishes.</i>
forth, <i>forward.</i>	fis sure, <i>a crack.</i>
fir, <i>a tree.</i>	flow, <i>as water.</i>
fur, <i>of an animal.</i>	floe, <i>a cake of ice.</i>
flew, <i>did fly.</i>	grate, <i>for a fire.</i>
flue, <i>for smoke.</i>	great, <i>large.</i>
freeze, <i>to congeal.</i>	gilt, <i>of gold.</i>
frieze, <i>of a building.</i>	guilt, <i>sin.</i>
find, <i>to discover.</i>	groan, <i>cry of pain.</i>
fined, <i>sentenced to pay a fine.</i>	grown, <i>increased.</i>

LESSON 15.

Names of Birds.

tern	i' bis	her' on
shrike	grouse	tou can (too)
plov' er	pel' i can	vul ture
bit tern	tan a ger	horn bill
pen guin	chē wīnk	par tridge
lap wing	grōs bēak	cock a too'
pheas ant	fla min' go	sand' pi per
gold finch	al' ba tross	cas so wa ry
cor mo rant	ptar mi gan	night in gale

LESSON 16.

Names of Animals.

gi raffe'	i' bex	pu' ma
ja guar (gwar)	llä ma	wäl rus
ba boon	go pher	ga zelle'
car' i bou	pec ca ry	ter' ra pin
o pos' sum	wol ver ine'	kan ga roo'
por' cu pine	chin chil' la	ar ma dil lo
an a con' da	cha me le on	rhi noc' e ros
drom' e da ry	o rang-ou tang	hip po pot' a mus

LESSON 17.

Pertaining to Animals.

hoofed	fe' line	e' quine
bo' vīne	ro dent	mōl lusk
a quat' ic	mī gra to ry	ver te brate
pis' ca to ry	mam ma' li a	ru mi nāt ing
hī ber nat ing	zo o log' i cal	in ver' te brate

LESSON 18.

Homonyms.

gam'ble, <i>to play for money.</i>	him, <i>objective of he.</i>
gam bol, <i>to sport.</i>	hymn, <i>a sacred song</i>
guessed, <i>did guess.</i>	hole, <i>an opening.</i>
guest, <i>a visitor.</i>	whole, <i>all.</i>
gage, <i>a pledge.</i>	hear, <i>to listen.</i>
gauge, <i>to measure.</i>	here, <i>in this place.</i>
gored, <i>did gore.</i>	hart, <i>a male deer.</i>
gourd, <i>a vegetable.</i>	heart, <i>seat of life.</i>
gild, <i>to overlay with gold.</i>	high'er, <i>more high.</i>
guild, <i>an organization of men.</i>	hire, <i>wages.</i>

LESSON 19.

Homonyms.

hew, <i>to cut.</i>	hoes, <i>plural of hoe.</i>
hue, <i>a color.</i>	hose, <i>stockings.</i>
hare, <i>an animal.</i>	hide, <i>to conceal.</i>
hair, <i>of the head.</i>	hied, <i>hastened.</i>
hall, <i>a room.</i>	in, <i>within.</i>
haul, <i>to drag.</i>	inn, <i>a tavern.</i>
heal, <i>to cure.</i>	in dite', <i>to compose.</i>
heel, <i>part of the foot.</i>	in dict, <i>to accuse.</i>
herd, <i>of cattle.</i>	jam, <i>to squeeze.</i>
heard, <i>did hear.</i>	jamb, <i>side of a fireplace.</i>

LESSON 20.

Words Relating to Physiology.

ehyle	mu' cus	ret' i na
tho' rax	trā ehē à	phar ynx
cor ne a	ab do' men	gan gli on
lar ynx	ver' te bræ	car ti lage
ster num	cer e brum	brōn ehī al
cra ni um	ep i der' mis	lym phat' ic
ven tri cle	dī' à phrāgm	cap' il la ries
tym pa num	du o de' num	per i car' di um

LESSON 21.

Words Relating to Medicine.

ē' thēr	ip' e cac	cit' rate
ē lix' ir	cal o mel	chlo rīde
chlo' ral	sul phate	biş muth
tinc ture	sed a tive	va le' ri an
nar cot' ic	cap si cum	sas' sa fras
mag ne si a	stim u lant	as a fet' i da
chlo' ro form	par e gor' ic	sar sa pa ril' la

LESSON 22.

Names of Diseases.

ty' phus	sçī at' i ca	hys tē' ri a
pleu ri sy	tōn sīl ī' tīs	pa ral y sis
ep i lep sy	as phyx' i a	scar la ti' na
asth ma ^(az)	neu ral gi a	bil' ious ness
dys pep' si a	phthi' sis ^(th)	jaun dice ^(jan)
diph the ri a	rheu ma tism	phar yn gī' tis
pneu mo ni a	er y sip' e las	hy dro pho bi a

LESSON 23.

Homonyms.

knit, <i>to join.</i>	kill, <i>to take life.</i>
nit, <i>egg of an insect.</i>	kiln, <i>a large oven.</i>
key, <i>for a lock.</i>	knave, <i>a rogue.</i>
quay, <i>a wharf.</i>	nave, <i>of a church.</i>
knead, <i>to work dough.</i>	hour, <i>sixty minutes.</i>
need, <i>to want.</i>	our, <i>belonging to us.</i>
know, <i>to understand.</i>	hie, <i>to hasten.</i>
no, <i>word of denial.</i>	high, <i>lofty.</i>
knew, <i>did know.</i>	knight, <i>a title.</i>
new, <i>not old.</i>	night, <i>not day.</i>
gnu, <i>an animal.</i>	

LESSON 24.

Homonyms.

knot, <i>a tie.</i>	lie, <i>to recline.</i>
not, <i>denying.</i>	lye, <i>from ashes.</i>
leaf, <i>of a tree.</i>	load, <i>a burden.</i>
lief, <i>willingly.</i>	lode, <i>a vein of ore.</i>
leak, <i>to trickle out.</i>	loan, <i>to lend.</i>
leek, <i>a plant.</i>	lone, <i>alone.</i>
lead, <i>a metal.</i>	li'ar, <i>one who lies.</i>
led, <i>did lead.</i>	lyre, <i>a musical instrument.</i>
links, <i>of a chain.</i>	less'en, <i>to make less.</i>
lynx, <i>an animal.</i>	les son, <i>to be learned.</i>

LESSON 25.

ei or ie, which?

A frequent source of error in spelling is the failure to discriminate between **ei=ē** and **ie=ē**.

brief	field	seize	fierce
fiend	thief	wield	grieve
ei' ther	niece	weird	shriek
priest	con ceit'	shield	ceil' ing
pierce	nei' ther	be lief'	re ceipt'
per ceive'	be siege'	de ceit	bre vier
con ceive	in veigh	fron tier	re prieve
o bei' sance	re trieve	ag grieve	a chieve' ment

LESSON 26.

er, or, eer, ier=one who.

vic' tor	cash ier'	nar ra' tor
debt or	war' rior	op press or
jan i tor	be liev' er	gren a dier'
ad vis' er	as sess or	can non eer
cav a lier'	ar tif i cer	con' quer or
pris' on er	fin an cier'	auc tion eer'
an ces tor	brig a dier	mus ket eer
smug gler	em ploy' er	mort' gage or
man a ger	con duct or	con spir' a tor
can vass er	com pet i tor	am bas sa dor

LESSON 27.

Homonyms.

lev'ee, <i>a social party.</i>	limb, <i>of the body.</i>
lev y, <i>to raise a tax.</i>	limn, <i>to sketch.</i>
lack, <i>want.</i>	laps, <i>plural of lap.</i>
lac, <i>a gum.</i>	lapse, <i>to slip away.</i>
lock, <i>a fastening.</i>	lea, <i>a meadow.</i>
loch, <i>a lake.</i>	lee, <i>opposite the wind.</i>
lo, <i>behold.</i>	made, <i>did make.</i>
low, <i>humble.</i>	maid, <i>a young woman.</i>
lane, <i>a narrow road.</i>	mail, <i>for letters.</i>
lain, <i>participle of lie.</i>	male, <i>of the masculine sex.</i>

LESSON 28.

Homonyms.

main, <i>chief.</i>	mean, <i>low.</i>
mane, <i>of a horse.</i>	mien, <i>the countenance.</i>
moan, <i>a cry of pain.</i>	mar' shal, <i>to arrange.</i>
mown, <i>cut down.</i>	mar tial, <i>pertaining to war.</i>
maze, <i>confusion.</i>	met al, <i>iron, etc.</i>
maize, <i>Indian corn.</i>	met tle, <i>ardor, spirit.</i>
mite, <i>a small thing.</i>	min er, <i>worker in a mine.</i>
might, <i>power.</i>	mi nor, <i>one under age.</i>
meat, <i>food.</i>	mus cle, <i>of the body.</i>
meet, <i>to encounter.</i>	mus sel, <i>a shell fish.</i>
mete, <i>to measure.</i>	

LESSON 29.

Words Often Confused.

pil'lar	go ril'la	con'fi dant	cav' al ry
pil low	guer ril la	con fi dent	cal va ry
jest er	form' al ly	pop u lace	san i ta ry
ges ture	for mer ly	pop u lous	san a to ry
e li' sion	pre vi' sion	e rup' tion	ad her' ence
e ly sian	pro vi sion	ir rup tion	ad her ents

LESSON 30.

Words Often Confused.

sal' a ry	e merge'	trea' ties	sur' plus
cel er y	im merge	trea tise	sur plice
pres ents	plain' tiff	du el ist	in tense'
pres ence	plain tive	du al ist	in tents
ex er cise	light ning	ord nance	pa' tients
ex or cise	light en ing	or di nance	pa tience
prin ci pal	lin i ment	im ma nent	Pla ton' ic
prin ci ple	lin e a ment	im mi nent	Plu ton ic
as sist' ance	mil le na ry	sta tion a ry	at tend ance
as sist ants	mil li ner y	sta tion er y	at tend ants

TO THE TEACHER: Be certain that the pupil knows the meaning of every word he spells. A proper use of a word in a sentence is the best evidence of the pupil's knowledge of the word.

LESSON 31.

Homonyms.

mus'tard, <i>a plant.</i>	nay, <i>no.</i>
mustered, <i>did muster.</i>	neigh, <i>of a horse.</i>
mist, <i>fog.</i>	none, <i>not any.</i>
missed, <i>did miss.</i>	nun, <i>a religious woman.</i>
more, <i>a greater quantity.</i>	man'ner, <i>form or way.</i>
mow'er, <i>one who mows.</i>	man or, <i>a district.</i>
man tel, <i>a chimney-piece.</i>	oar, <i>for rowing.</i>
man tle, <i>a garment.</i>	o'er, <i>over.</i>
nose, <i>of the face.</i>	ore, <i>crude metal.</i>
knows, <i>does know.</i>	ode, <i>a poem.</i>
noes, <i>plural of no.</i>	owed, <i>did owe.</i>

LESSON 32.

Homonyms.

on'er a ry, <i>a load or burden.</i>	pause, <i>to stop.</i>
hon or a ry, <i>done in honor.</i>	paws, <i>of an animal.</i>
pries, <i>does pry.</i>	pail, <i>a vessel.</i>
prize, <i>a reward.</i>	pale, <i>without color.</i>
pleas, <i>plural of plea.</i>	plait, <i>to fold.</i>
please, <i>to delight.</i>	plate, <i>a dish.</i>
pain, <i>an ache.</i>	peal, <i>a loud noise.</i>
pane, <i>of glass.</i>	peel, <i>to strip.</i>
plum, <i>a fruit.</i>	perch, <i>a fish.</i>
plumb, <i>perpendicular.</i>	perch, <i>to place, or set on.</i>
	perch, <i>160th part of an acre.</i>

LESSON 33.

Homonyms.

pray, *to entreat.*prey, *to plunder.*plain, *level ground.*plane, *a tool.*peer, *an equal.*pier, *of a bridge.*pole, *a long stick.*poll, *the head.*peak, *the top.*peek, *to peer.*pique, *slight offense.*purl, *as a brook.*pearl, *a precious stone.*pis'tol, *a small gun.*pis til, *of a flower.*prof it, *gain.*proph et, *a foreteller.*pour, *as water.*pore, *in the skin.*pore, *to study.*rad'i cal, *pertaining to a root.*rad i cle, *a little root.*

LESSON 34.

Homonyms.

ped'dle, *to sell.*ped al, *for the foot.*pri er, *one who pries.*pri or, *before.*prim mer, *more prim.*prim er, *a child's book.*quarts, *plural of quart.*quartz, *a kind of rock.*praise, *commendation.*prays, *supplicates.*preys, *plunders.*rote, *repetition.*wrote, *did write.*rap, *to strike.*wrap, *to enfold.*read, *from a book.*reed, *a plant.*red, *a color.*read, *did read.*rain, *from the clouds.*reign, *to rule.*rein, *for the horse.*

LESSON 35.

Note the Middle Syllable.

tol' er ate	im' i tate	ir' ri tate
sal i vate	hes i tate	ir ri gate
cog i tate	mit i gate	op er ate
lac er ate	nav i gate	med i tate
es ti mate	del e gate	pal pi tate
nom i nate	fas ci nate	dev as tate
pen e trate	du pli cate	ter mi nate

LESSON 36.

ance or ence?

res' i dence	dil' i gence	el' e gance
ut ter ance	ex ist' ence	vig i lance
in no cence	em' i nence	in do lence
an noy' ance	in di gence	rev er ence
coun' te nance	ab sti nence	re sist' ance
be nev' o lence	prev a lence	tem' per ance
re mem brance	rem i nis' cence	co in' ci dence

LESSON 37.

ant or ent?

vig' i lant	rev' er ent	poign' ant
pro fi' cient	in ces' sant	ar ro gant
in clem ent	in sol vent	ex or' bi tant
ex pe di ent	ter' ma gant	bel lig er ent
'tour' na ment	clair voy' ant	su per in tend' ent
con va les' cent	in ter mit' tent	ac knowl' edg ment

LESSON 38.

Homonyms.

rest, <i>quiet.</i>	roe, <i>a female deer.</i>
wrest, <i>to twist.</i>	row, <i>a line.</i>
right, <i>correct.</i>	rowed, <i>did row.</i>
rite, <i>a ceremony.</i>	rode, <i>did ride.</i>
wright, <i>a workman.</i>	road, <i>a highway.</i>
write, <i>to make letters.</i>	root, <i>of a plant.</i>
retch, <i>to try to vomit.</i>	route, <i>a way.</i>
wretch, <i>a miserable person.</i>	raise, <i>to lift.</i>
rough, <i>uneven.</i>	raze, <i>to tear down.</i>
ruff, <i>for the neck.</i>	rays, <i>of light.</i>

LESSON 39.

Homonyms.

rice, <i>a grain.</i>	rime, <i>frost.</i>
rise, <i>an ascent.</i>	rhyme, <i>in poetry.</i>
reek, <i>to steam.</i>	stare, <i>to gaze.</i>
wreak, <i>to revenge.</i>	stair, <i>a step.</i>
ring, <i>a circle.</i>	sun, <i>that shines.</i>
wring, <i>to twist.</i>	son, <i>a male child.</i>
rig' ger, <i>one who rigs.</i>	sail, <i>of a ship.</i>
rig or, <i>severity.</i>	sale, <i>a selling.</i>
rung, <i>round in a ladder.</i>	slay, <i>to kill.</i>
rung, <i>did ring.</i>	sleigh, <i>carriage on runners.</i>
wrung, <i>did wring.</i>	

LESSON 40.

Words of Opposite Meanings (Antonyms).

prof' it	loss	wis' dom	fol' ly
at tract'	re pel'	ac cept'	de cline'
ad mire'	de test'	as cend'	de scend'
scat' ter	gath' er	a gree'	dis a gree'
pri' vate	pub' lic	an' cient	mod' ern
suc cess'	fail' ure	com' fort	dis tress'
cease	con tin' ue	in' crease	de' crease
strength	weak' ness	ab surd'	rea' son a ble
for' ward	back' ward	heed' less	thought' ful
cour' age	cow' ard ice	em' i grate	im' mi grate

TO THE TEACHER: Give the first word only, and let the pupil write or spell both words.

LESSON 41.

Words Which Have Antonyms.

rare (common)	clean	join	move
o' pen (shut)	u nite'	wise	gen' tle
near	sit' ting	help	guilt y
lit' tle	ap pear'	deep	cloud y
re joice'	nar' row	al low'	hum ble

Knowledge is *proud* that he has learned so much.

Wisdom is *humble* that he knows no more.—COWPER.

TO THE TEACHER: Explain clearly what is wanted; then pronounce the given word, and require the pupil to spell it and its antonym. The words may then be used in sentences.

LESSON 42.

Homonyms.

sea, <i>large body of water.</i>	scull, <i>with an oar.</i>
see, <i>with the eyes.</i>	skull, <i>of the head.</i>
some, <i>a part.</i>	sole, <i>of the foot.</i>
sum, <i>all.</i>	soul, <i>the spirit.</i>
soar, <i>to fly.</i>	staid, <i>sober.</i>
sore, <i>a hurt.</i>	staid, <i>did stay.</i>
straight, <i>direct.</i>	steal, <i>to purloin.</i>
strait, <i>narrow.</i>	steel, <i>prepared iron.</i>
sew, <i>with a needle.</i>	scene, <i>a view.</i>
sow, <i>to scatter grain.</i>	seen, <i>beheld.</i>
so, <i>in this manner.</i>	

LESSON 43.

Homonyms.

sear, <i>to burn.</i>	slow, <i>not fast.</i>
seer, <i>a prophet.</i>	sloe, <i>a fruit.</i>
sere, <i>dry.</i>	step, <i>one pace</i>
cere, <i>to cover with wax.</i>	steppe, <i>plain in Russia.</i>
shear, <i>to clip.</i>	sut'ler, <i>an army trader.</i>
sheer, <i>precipitous.</i>	sub tler, <i>more cunning.</i>
shire, <i>a county.</i>	stake, <i>a stick.</i>
serf, <i>a slave.</i>	steak, <i>piece of meat.</i>
surf, <i>of the ocean.</i>	sees, <i>beholds.</i>
serge, <i>a kind of cloth.</i>	seize, <i>to grasp.</i>
surge, <i>of the sea.</i>	seas, <i>bodies of water.</i>

LESSON 44.

Test Words for Oral Spelling.

liege	fief (<i>fēf</i>)	a' rea
tur' bid	folk	balk y
pū ēr ile	sēn' ior (<i>yēr</i>)	cal lous
knob by	sin ew y	sched ule
knuc kle	mor ti fy	tac i turn
knight ly	em pīr' ic	cal en der
knot wort	e mol lient (<i>yent</i>)	cal en dar
he red' i ty	emp' ty ing	cal o rif' ic
Al might y	emp ti ness	mē' di æ' val
gar' rū lous	in fāl' li ble	pug na' cious
çhiv al rous	ma lig ni ty	cach in na' tion
knick knack	as par a gus	pho nog' ra phy

LESSON 45.

Written Spelling.

ag' i tate	le' ni ent	pop' lar
a pos' tle	mov a ble	pō ta ble
mu' ti late	ven er ate	par a site
ap os tol' ic	mu ci lage	pop u lar
mas' ti cate	ne o phȳte	par a gon
mag net ize	ne go' ti ate	pro rogue'
me diç' i nal	ne fa ri ous	pro fess or
u na nim' i ty	pre ten sion	pros' e lyte
mag nif' i cent	nav i ga' tion	pu is sance
mas ti ca' tion	mys te' ri ous	par a digm
mag na nim i ty	war' rant a ble	par a phrase
mag nil' o quent	par al lel' o gram	neigh bor hood

LESSON 46.

Homonyms.seam, *that is sewed.*seem, *to appear.*size, *bigness.*sighs, *plural of sigh.*time, *duration.*thyme, *a plant.*threw, *did throw.*through, *a preposition.*to, *a preposition.*too, *an adverb.*two, *a number.*their, *belonging to them.*there, *in that place.*tacks, *small nails.*tax, *to the government.*toe, *of the foot.*tow, *to pull a boat.*told, *did tell.*toll, *did toll.*ton, *weight.*tun, *a large cask.*

LESSON 47.

Homonyms.team, *as of horses.*teem, *to be full of.*tear, *from the eye.*tier, *a row.*throw, *to cast.*throe, *severe pain.*throne, *a royal seat.*thrown, *cast.*tale, *a story.*tail, *an appendage.*tract, *a region.*tracked, *did track.*troop, *as of cavalry.*troupe, *as of players.*tide, *of the ocean.*tied, *did tie.*ta' per, *to narrow.*ta pir, *an animal.*wood, *from a tree.*would, *past tense of will.*

LESSON 48.

Homonyms.

whirl, *to turn rapidly.*
whorl, *a circle of leaves.*

ware, *goods.*
wear, *as clothes.*

wade, *to walk in water.*
weighed, *did weigh.*

wait, *to tarry.*
weight, *force of gravity.*

weak, *feeble.*
week, *seven days.*

wean, *to withdraw from.*
ween, *to think.*

vi' al, *a small bottle.*
vi ol, *a musical instrument.*

fel loe, *the rim of a wheel.*
fel low, *a companion.*

shone, *did shine.*
shown, *participle from show.*

lum' ber, *planks, etc.*
lum bar, *pertaining to the loins.*

LESSON 49.

Homonyms.

e lic' it, *to call forth.*
il lic it, *unlawful.*

lean, *not fat.*
lien, *legal claim.*

med' al, *token of merit.*
med dle, *to interfere.*

rel ic, *something left.*
rel ict, *a widow.*

de sert', *to forsake.*
des sert, *last course at dinner.*

page, *of a book.*
page, *a serving boy.*

de scent', *a coming down.*
dis sent, *a disagreement.*

dis ease, *illness.*
de cease, *death.*

tears, *does tear.*
tares, *spurious grain.*

firs, *evergreens.*
furs, *plural of fur.*
furze, *bushes or shrubs.*

LESSON 50.

ise, ize, or yze ?

civ' il ize	com prise'	par' a dīse
sat ir ize	tan' ta lize	neu tral ize
an a lyze	cat e chīse	en ter prise
chas tise'	a pol' o gize	e con' o mize
dis guise	su per vise'	fa mil iar ize
ap' pe tize	tyr' an nize	dis fran chīse
par a lyze	sol em nize	mer' chan dīse

LESSON 51.

Words Often Wrongly Used.**Do not say**

ex pect'	for sup pose'
sec' tion	for neigh' bor hood
most	for al' most
post' ed	for in formed'
trans pire'	for hap' pen or oc cur'
pro pose'	for pur' pose
fun' ny	for strange
el' e gant	for de light' ful
la' dies	for wom' en
av o ca' tion	for vo ca' tion
gen' tle men	for men
rec om mend'	for ad vise'
bal' ance	for re main' der

TO THE TEACHER: Require the pupils to write short sentences showing the correct use of these words.

LESSON 52.

Homonyms.

bin, a box.	(4) mews, cries of a cat.
been, existed.	muse, to think.
deer, an animal.	rude, rough.
dear, costly.	(5) rood, fourth of an acre.
feint, a pretense.	sleave, untwisted silk.
faint, to swoon.	sleeve, an arm cover.
(1) gait, manner of walking.	waste, a desert.
gate, a kind of door.	waist, part of the body.
pear, a fruit.	the, definite article.
(2) pair, two of a kind.	thee, a pronoun.
pare, to shave off.	vale, a valley.
break, to part by force.	veil (or vail), a screen to
(3) brake, a thicket.	hide from view.

Fill the blanks with the right words:

Full many a flower is born to blush unseen,
And — its sweetness on the desert (heir, air).—*Gray*.

Damn with — praise, assent with evil leer.—*Pope*.
He (4) d on some dangerous plot.—*Sidney*. The — of the
temple was rent in twain — *Bible*. He has paid very —
for his whistle.—*Franklin*. You may as well expect (2) s
from an elm.—*Cervantes*. (5) am I in my speech, and little
blest with the soft phrase of (piece, peace).—*Shakspeare*.

Methought thy very (1) did prophesy
A royal nobleness.—*Shakspeare*.

He stayed not for (3), and he stopped not for
stone.—*Scott*.

TO THE TEACHER: In Lessons 115, 116, 119, and 120 require the
pupils to fill the blanks with the right words taken from the lists.

LESSON 53.

Homonyms.

al' ter, <i>to change.</i>	flow' er, <i>a blossom.</i>
al tar, <i>place of sacrifice.</i>	flour, <i>fine powder.</i>
braid, <i>to weave.</i>	ker' nel, <i>of grain.</i>
brayed, <i>did bray.</i>	colo nel, <i>an officer.</i>
brooch, <i>an ornament.</i>	dye ing, <i>coloring.</i>
broach, <i>to open.</i>	dy ing, <i>passing from life.</i>
cite, <i>to summon.</i>	(3) stile, <i>steps over a fence.</i>
(1) site, <i>situation.</i>	style, <i>fashion.</i>
sight, <i>the sense of seeing.</i>	waive, <i>to put aside.</i>
fowl, <i>a bird.</i>	wave, <i>as of the sea.</i>
(2) foul, <i>unfair.</i>	
pal' let, <i>a mean bed.</i>	vain, <i>conceited.</i>
pal ette, <i>a painter's board.</i>	(4) vein, <i>a blood vessel.</i>
pal ate, <i>the roof of the mouth.</i>	vane, <i>to show how the wind blows.</i>

I'm sitting on the —, Mary.—*Lady Dufferin.* Noah builded an — unto the Lord.—*Bible.* (4) pomp and glory of this world, I hate ye.—*Shakspeare.* O loss of (1), of thee I most complain.—*Milton.* The — of sweetest smell is shy and lovely.—*Wordsworth.* (3) is the dress of thoughts.—*Chesterfield.* The air is full of farewells to the —.—*Longfellow.* (2) deeds will rise, though all the earth o'erwhelm them, to men's eyes.—*Shakspeare.*

And the star-spangled banner, oh! long may it —
O'er the land of the free and the home of the brave.

—*Francis S. Key.*

LESSON 54.

Test Words for Oral Spelling.

brā' sier (sher)	friend	gau' ger (gā)
ca priçe'	fa tigue'	gay e ty
gas' e ous	in er tia	ga zette'
fat u ous	ker' chief	gel' a tin
fea si ble	sol sti' tial	gaud i ness
ra di ate	in' tri cate	in struct' or
fa tal' i ty	flag eo let	gas om e ter
fault' i ness	in co her' ent	gas tron o my
fas tid' i ous	in com' pe tent	in con gru ous
sī mil i tude	in vul ner a ble	in con trol' la ble
fa' vor it ism	in com par a ble	in con den sa ble
fas ci na' tion	in com bus' ti ble	in com press i ble

LESSON 55.

Written Spelling.

pos sess' ive	er rat' tic	de sire'
chaf' finch	en am el	do' tard
ex te' ri or	griev' ous	rel e gate
vol un teer'	es tu a ry	dōl or ous
stip' u late	es sen' tial	diz zi ness
stren u ous	ob' so lete	dom i neer'
pe riph' er y	gen tian	di ver' si fy
ex' pur gate	grav i tate	dis hon est
min i a ture	ger mi nate	dec' i mate
in vin' ci ble	es pi o nage (nāg)	di ur' nal ly
mi gnon ette' (yōn)	er ro' ne ous	dis sem i nate
gen e āl' o gy	es cutch eon	dis trib u ta ble

LESSON 56.

Homonyms.

- | | |
|-----------------------------------|--------------------------------------|
| (1) bow, <i>to bend.</i> | moat, <i>a deep trench.</i> |
| bough, <i>of a tree.</i> | mote, <i>a particle.</i> |
| cord, <i>a string.</i> | peace, <i>quiet.</i> |
| chord, <i>in music.</i> | piece, <i>a part.</i> |
| draft, <i>a bill of exchange.</i> | (3) reck, <i>to care.</i> |
| draught, <i>a drink.</i> | (3) wreck, <i>to shatter.</i> |
| (2) fate, <i>destiny.</i> | (4) sleight, <i>a trick.</i> |
| fête, <i>a festival.</i> | (4) slight, <i>small.</i> |
| ho'ly, <i>sacred.</i> | sweet, <i>pleasant to the taste.</i> |
| whol ly, <i>completely.</i> | suite, <i>a retinue.</i> |
| horde, <i>a rabble.</i> | (5) way, <i>manner.</i> |
| hoard, <i>a secret store.</i> | (5) weigh, <i>to ponder.</i> |

Hush, my dear, lie still and slumber; — angels guard thy bed.—*Watts*. What a — of work is man!—*Shakspeare*. The bud is on the — again.—*Jefferys*. Hope, like the gleaming taper's light, adorns and cheers our —⁽⁵⁾.—*Goldsmith*. A threefold — is not quickly broken.—*Bible*. Let us have —.—*U. S. Grant*. To bear is to conquer —⁽²⁾.—*Campbell*. I —⁽⁵⁾ the man, not his title.—*Wycherley*. —⁽⁴⁾ not what's near, though aiming at what's far.—*Euripides*. Let others hail the rising sun; I —⁽¹⁾ to that whose course is run.—*David Garrick*. But virtue blooms even on the —⁽³⁾ of life, and mounts the skies.—*Kirke White*.

Some —, in unison with what we hear,
Is touched within us, and the heart replies.

—*Cowper*.

LESSON 57.

Homonyms.

doe, <i>a female deer.</i>	one, <i>a single thing.</i>
dough, <i>for bread or cake.</i>	won, <i>gained.</i>
fain, <i>gladly.</i>	i' dle, <i>unemployed.</i>
(1) feign, <i>to pretend.</i>	(3) i dyl, <i>a poem.</i>
fane, <i>a temple.</i>	i dol, <i>a false object of worship.</i>
hail, <i>frozen rain.</i>	chews, <i>does chew.</i>
hale, <i>healthy.</i>	choose, <i>to select.</i>
urn, <i>a vessel.</i>	fort, <i>a fortified place.</i>
(2) earn, <i>to gain by labor.</i>	forte, <i>what one can do best.</i>
you, <i>a pronoun.</i>	rye, <i>a grain.</i>
yew, <i>a tree.</i>	wry, <i>twisted.</i>
ewe, <i>a female sheep.</i>	gross'er, <i>more gross.</i>
bri' dle, <i>part of a harness.</i>	gro cer, <i>a seller of groceries.</i>
brid al, <i>relating to a wedding.</i>	

Last year we thought him strong and —.—*Swift.*
 My cake is —.—*Shakspere.* Liberty and Union, now
 and forever, — and inseparable.—*Webster.* For Satan
 finds some mischief still for — hands to do.—*Watts.*
 —(1)— would I climb, yet fear I to fall.—*Raleigh.* —
 ye this day whom ye will serve.—*Bible.* Unto — this
 day in the city of David is born a child, which is Christ,
 the King.—*Bible.* There's little to —(2)— and many to
 keep.—*Kingsley.* The —(3)—s are broken in the temples of
 Baal.—*Byron.*

Oh, tenderly the haughty day
 Fills his blue — with fire.—*Emerson.*

LESSON 58.

Make a sentence for each of the following words, using them in such a manner as will show that you clearly understand their meanings.

MODEL: The watch which was stolen had been an *heirloom* for five generations.

a' gent	gale	curl	bub' ble
ca det'	cone	skill	buz zard
star' ry	field	si' lence	hěr o ism
rob ber	Cu' ba	bon fire	neigh bor
pitch er	ten nis	re trieve'	ar gu ment
pan sies	bee tle	am' bush	be go' ni as
heir loom	Cey lon'	as sess' or	gym na sı um

TO THE TEACHER: Do not accept a sentence like the following: "*The man was a sailor.*" The child may not know but that a sailor tills the soil or manufactures goods. Insist upon a terse, clear sentence, which shall show that the pupil understands the meaning of the word.

LESSON 59.

Written Exercise.

Copy and define the italicized words:

Be this thy only care: To give thy *powers*

To what the present brings.

That soul is blest, in dark or sunny hours,

That *toils* and *trusts* and sings.

Regrets and *wishes* both alike are *vain* ;

Be strong and *earnest*, thou ;

Eternity shall reap the *ripened* grain

Whose seed we're *sowing* now. — HEWETT.

LESSON 60.

Words Having Two or More Meanings.

cur'ry	seal	flag	stick
quiv er	bark	hail	deuce
tim ber	crane	club	ca' per
scut tle	punch	jade	ham per
crick et	ruf' fle	quail	gam mon

“The green leaves *quiver* with the cooling wind.”

“Beside him hung his bow and *quiver*.”

TO THE TEACHER: Let the pupil write similar sentences illustrating the several meanings of each of the above words.

LESSON 61.

Words Having Two or More Meanings.

lie	rail	toll	felt
fly	date	seal	lean
top	yard	tone	type
can	drop	sash	mole
sail	bank	draw	cross
mail	brace	palm	cop' y
swarm	cleave	grain	ground

LESSON 62.

Review on Homonyms.

DIRECTION.—Write from dictation, choosing the right words from the parentheses blanks.

1. (Berth, birth) is much, but breeding more.—*Proverb*.
2. What (mite, might) be done if men were wise!—*Mackay*.
3. Ye little stars, hide your diminished (raze, rays).—*Pope*.
4. A small (leek, leak) will sink a great ship.—*Franklin*.
5. Westward the (coarse, course) of empire takes its way.—*Berkeley*.
6. A stone marks the (cite, sight, site) of the house.—*Irving*.
7. Toil does not come to help the (idyl, idle, idol).—*Fragment*.
8. (Their, there) came to the (beech, beach) a poor exile of Erin.—*Campbell*.
9. A mere madness, to live like a (retch, wretch) and die rich.—*Burton*.
10. Keep the golden (mien, mean) between saying too much and too little.—*Publius Syrus*.
11. In the morning (sew, sow) thy (cede, seed) and in the evening withhold (knot, not) thy hand.—*Bible*.
12. Each in his narrow (sell, cell) forever (lade, laid),
The (rood, rude) forefathers of the hamlet sleep.
—*Gray*.
13. Who, then, to frail humanity shall trust
But (limbs, limns) on water, or but (rites, writes)
in dust.
—*Bacon*.

SYNONYMS.

Synonyms are words which are much alike in general meaning, but which often exhibit marked differences when we attempt to apply them.

TO THE TEACHER: Impress pupils with the fact that our language is rich in words both for general and specific use; that there is need for discrimination when using them; and that precise and elegant expression is one of the definite results that come from word study. Lead them to see that there is always a clear, concise way of expressing a thought, in which every word fits its place and exactly expresses the meaning intended to be conveyed. Also, that the more careful they are to select their words, the clearer and more forcible will be their speech.

Lead them to seek for the essential meaning of words; to question their use in dictation work and reading exercises; and to try to give good examples of their use.

As we know words, so will be our ability to use them. The primary object of word study in advanced work is the ability to use words well. Spelling is incidental.

Be sure that your pupils understand that *true* synonyms—*i. e.*, words which mean the same thing—are very rare in English; that words usually classed as synonyms must not be indiscriminately used, one for another; that they are only partially equivalent, expressing certain shades of meaning in common.

LESSON 63.

Synonyms.

at tack'
dear
stu'pid
er'ror
be wil' der
par' cel

as sail'
cost ly
sense less
mis take'
con fuse
bun' dle

as sault'
ex pen' sive
fool' ish
blun der
per plex'
pack' age

LESSON 64.

Synonyms.

mix	old	vex	blend
tease	live	sly	craft'y
a'ged	la'bor	dwelt	hur'ry
work	ex'cuse'	haste	par'don

Which should you say: A mischievous pupil **teases** or **vexes** a teacher? I wish to **com'plete'** my **la'bor** or my **work**? The men **rest'ed** from the **work** or **la'bor**? Which word denotes a greater degree of age, **a'ged** or **old**? Which is the more orderly, to **has'ten** or **hur'ry**? Do people **live** or **dwelt** in one place? How do the words **mix** and **blend** differ in meaning? Do superiors or equals **par'don**? Which **ex'cuse'**? Which is done through good nature? Which from mercy or generosity?

TO THE PUPIL: Select those words in the list that mean the same or nearly the same, and arrange them in pairs. Note the distinctions, and use the words in sentences.

LESSON 65.

Synonyms.

Mention something that is

right	bold	wa'ry
ex'act'	brave	care'ful
pre'cise	val'iant	dis'creet'
cor'rect	gal'lant	cau'tious
ac'cu'rate	in'trep'id	pru'dent

LESSON 66.

Synonyms.

a loof'	a part'	re mote'
col lect	gath'er	ac cu mu late
cun'ning	art ful	wi'ly
come ly	hand some	beau ti ful
clum sy	un gain'ly	awk ward
ap pease'	mol'li fy	pac i fy
en deav or	at tempt'	ef fort
av' a rice	cov'et ous ness	cu pid'ity
op po' nent	en e my	an tag o nist
hin' der	de lay'	ob struct

LESSON 67.

Synonyms.

pride	haugh'ti ness	van' i ty
ab hor'	dis like'	loathe
sta'ble	fixed	du'ra ble
jo vi al	joc'und	jol ly
in form'	tell	ap prise'
for bear	with hold'	re frain
a chieve	ef fect	ac com plish
dis dain	con tempt	scorn
lag'gard	lin'ger er	loi'ter er
com mand'	in junc'tion	man date
aus ter i ty	stern'ness	se ver'i ty
dis cre tion	care ful ness	pru'dence

TO THE PUPIL: Use the above words in sentences so as to show that you understand their meaning and how to use them.

LESSON 68.

Review.

e li' sion
 trea' tise
 can' ti cle
 guer ril' la
 san' i ta ry
 prin' ci pal
 pop' u lous
 re ful' gent
 tar pau' lin
 chro mat' ic
 ad her' ence
 lin' e a ment

i' ci cle
 ce' re al
 cym' bal
 fal' li ble
 doc' i ble
 typ' ic al
 tech' nic al
 eq' ui ta ble
 o pal es' cent
 com' pli ment
 sus cep' ti ble
 cor rupt' i ble

ja guar'
 gi raffe'
 bre vier'
 car' i bou
 cav a lier'
 pheas' ant
 o bei' sance
 con' quer or
 ptar' mi gan
 auc tion eer'
 mort' gage or
 ma jes' tic al

LESSON 69.

Review.

in dict'
 tra' che a
 phar' ynx
 gan' gli on
 ven' tri cle
 pis' ca to ry
 ver' te brate
 ep i der' mis
 lym phat' ic
 di' a phragm
 tym' pa num
 rhi noc' e ros

o' sier
 be siege'
 mul' lein
 phthi' sis
 pleu' ri sy
 mar seilles'
 ep' i lep sy
 as phyx' ia
 pa ral' y sis
 er y sip' e las
 pneu mo' ni a
 phar yn gi' tis

sub' tler
 mar' tial
 rad' i cal
 proph' et
 poign' ant
 del' e gate
 pal' pi tate
 pro fi' cient
 co in' ci dence
 bel lig' er ent
 con va les' cent
 rem i nis' cence

LESSON 70.

Review.

gan' ger
bra' sier
ca price'
fea' si ble
flag' eo let
par' a lyze
par' a dise
sol sti' tial
cat' e chise
tyr' an nize
si mil' i tude
fa mil' iar ize

val' iant
dis creet'
re trieve'
ob' so lete
es' tu a ry
em' i grate
dol' or ous
pe riph' er y
es' pi o nage
es cutch' eon
mi gnon ette'
gen e al' o gy

pu' er ile
tac' i turn
e mol' lient
ne' o phyte
me' di æ' val
ne fa' ri ous
chiv' al rous
ma lig' ni ty
pug na' cious
mag nif' i cent
cach in na' tion
mag nil' o quent

LESSON 71.

Review.

pac' i fy
ap pease'
dis guise'
se ver' i ty
pros' e lyte
pu' is sance
par' a digm
aus ter' i ty
dis cre' tion
ac com' plish
par' a phrase
mys te' ri ous

ceil' ing
sal' a ry
in veigh'
fron tier'
as sess' or
smug' gler
hon' or a ry
or' di nance
chro mat' ic
in junc' tion
haught' i ness
mas ti ca' tion

strait
neigh
chol' er.
re trieve'
an' cient
chas tise'
dev' as tate
a vo ca' tion
rea' son a ble
rec om mend'
am bas' sa dor
a chieve' ment

IMPORTANT DISTINCTIONS.

All words are either Primitive or Derivative.

A Primitive word is not derived from a simpler word in the language.

A Derivative word is formed from a simpler word by prefixing or affixing a syllable.

A Prefix is a syllable placed before or at the beginning of a word to change its meaning.

A Suffix is a syllable added to or placed after a word to change its meaning.

FIVE RULES FOR SPELLING.

[The following rules have few or no exceptions, and may, therefore, aid the learner.]

RULE I. Verbs of one syllable ending with a single consonant preceded by a single vowel, and verbs of two or more syllables ending in the same manner and having the accent on the last syllable, double the final consonant whenever another syllable is added ; as, *get*, *get' ting* ; *o mit'*, *o mit' ted*.

RULE II. The plural of nouns ending in *y* when *y* is preceded by a consonant, is formed by changing *y* into *i* and adding *es* ; as, *li'l y*, *li'l ies*. When *y* final is preceded by a vowel the plural is formed by adding *s* ; as, *val' ley*, *val' leys*.

RULE III. Nouns ending in *o* preceded by another vowel form their plurals regularly by adding *s* to the singular ; as, *cam' e o*, *cam' e os*.

RULE IV. Words formed by prefixing one or more syllables to words ending in a double consonant retain both consonants ; as, *be fall'*, *re buff'*. The exceptions are, *with al'*, *an nul'*, *dis til'*, *in stil'*, *ful fil'*, *un til'*.

RULE V. The word *full* used as an affix always drops one *l*, and its compounds thus formed make their plurals regularly by adding *s* to the singular ; as, *hand' ful*, *hand' fuls* ; *spoon' ful*, *spoon' fuls*.

PART IV.

LATIN AND GREEK ROOTS—PREFIXES AND SUFFIXES.

Formation of English Words.

A very large number of English words are formed from Latin and Greek roots. Usually these words are formed by joining one or more prefixes or suffixes, or both, to some form of a root word, as **pre**=before and **fix**=to place or to put—**prefix**=to put before; **ir** (in)=not, **re**=again, **spons**=answer, **ible**=able—**irresponsible**=not able, or held to answer again.

But sometimes two roots are joined together, as **manu**=the hand, and **script**=written—**manuscript**=written with the hand.

Sometimes the meanings of the parts of a derivative word are easily traceable, but sometimes the word has lost its original or literal signification. For example, **prevent**, which comes from the Latin **ven**=go and **prae**=before, originally meant to go before, but has now come to signify to hinder.

All the words derived from a common root may be thought of as constituting a family; thus they

are more easily associated, and their spelling and meaning more easily remembered.

On the following pages will be found lists of prefixes and suffixes with their most common meanings; these should be carefully studied, and those most used should be memorized. Use these lists for reference.

Euphony is the pleasing or easy succession of vowel or consonant sounds. For the sake of euphony, many prefixes change their forms before different letters. For example, the first forms of the Latin prefixes meaning *to*, *against*, and *in* are **ad**, **ob**, and **in**; but it is easier to say accord than *adcord*, attract than *adtract*, allude than *adlude*, oppose than *obpose*, occur than *obcur*, illustrate than *inlus-trate*, impiety than *inpiety*. Therefore, instead of **ad**, **ob**, **in**, and the first forms of other prefixes, we may have **ac**, **al**, **oc**, **il**, etc., according to the laws of euphony.

In the following lessons no attempt has been made, in most cases, to present all the derivations from a given root.

LATIN PREFIXES.

a (see *ab* or *ad*).

ab	}	=from.
abs		
a		
ad		
a	}	=to.
ac		
af		
ag		
al		
an		
ap		
ar		
as		
at		
ambi	}	=around.
amb		
ante	=before.	
bene	=well or good.	
bi	}	=two, twice.
bis		
circum	}	=around.
circu		
con	}	with,
(cum)		
co		
col		
com		
cor		
contra	}	=against.
counter		
de	=down, from.	
dis	}	=apart, not.
di		
dif		
ex	}	=out of, from.
e		
ec		
ef		
extra	=beyond.	

in	}	=in, on, not.
il		
im		
ir		
inter		=between.
intro		=within.
juxta		=next or near.
non		=not.
ob	}	in front,
o		
oc		
of		
op	}	=in the way, against.
per		
post		=through,
pre		=thoroughly.
preter		=after.
pro		=before.
pur		=beyond, past.
re	}	=for, forth.
retro		
se		=back, against.
semi		=backward.
sine		=aside.
sub		=half.
suc	}	=without.
suf		
sug		
sup		
sus		
subter		=under.
super	}	=above, over.
sur		
trans	}	=over, beyond, through.
tra		
tri		=three, thrice.
ultra		=beyond.
uni		=one.
vice		=instead of.

GREEK PREFIXES.

a	{	=without, not.
an		
amphi	{	=both, around.
ana		
	{	=up, back, through.
anti		
ant	{	=against, opposite.
apo		
ap	{	=from.
auto		
cata	{	=self.
cat		
dia	{	=down.
dis		
di	{	=through.
dys		
en	{	=twice, two.
em		
epi	{	=bad, ill.
ep		
eu	{	=in, on.
ev		
	{	=upon.
	{	=well, good.

ex	{	=out of, from.
e		
ec	{	
ef		
hexa	{	=six.
hyper		
hypo	{	=over.
meta		
met	{	=under.
micro		
mono	{	=beyond, change.
para		
par	{	=small.
penta		
peri	{	=alone.
poly		
pro	{	=side by side,
syn		
sy	{	=unlike.
syl		
sym	{	=five.
tele		
tetra	{	=around.
tri		
	{	=many.
	{	=before.
	{	=with, together.
	{	=far.
	{	=four.
	{	=three, thrice.

LATIN SUFFIXES.

able	{	=able to be, fit to be, causing.
ible		
ble	{	having the quality of, full of.
aceous		
acious	{	=state or quality of being.
acy		
al	{	=pertaining to, the act of.
an		
ance	{	=pertaining to, one who.
ancy		
	{	=state of being, act of.

ant	(see <i>ent</i>).
ar	} =pertaining to. belonging to,
ary	
	} =one who, place where.
ate	
cle	} =having, one who, to make.
cule	
ence	} =little (diminu- tive).
ency	
	} =state of being.
ent	
	} one who or =that which, being.

LATIN SUFFIXES—*Continued.*

escence	{ =state of be-	ix	=female.
escent	=becoming.	ment	{ =state of being,
fy	=to make.		=act of,
ic	{ =pertaining to,	or	{ =that which.
ical	=made of,		=one who,
	one who.		=that which.
id	{ =quality, per-	ory	{ =relating to,
	taining to.		=place where,
ile	{ =able to be,	ose	{ =thing which.
	relating to.	ous	{ =full of,
ine	=belonging to.	ple	=having.
ion	{ =act of,	tude	=fold.
	=state of being.		=state of being.
ite	{ =one who is,	ule	{ =little (diminu-
	being.		tive).
ity	{ =state or quali-	ulent	=full of.
ty	=ty of being.	ure	{ =state or act of,
	one who,		=that which.
ive	{ =that which,	y	=state of being.
	=having power		
	or quality.		

GREEK SUFFIXES.

ac	=pertaining to.	ise	{ =to make,
ic	{ =pertaining to,	ize	{ =to give.
ical	=made of,	ism	{ =state of being,
	one who.		=doctrine.
ics	{ =science of.	ist	=one who.
ic		oid	=having form of.
		y	=state of being.

FRENCH SUFFIXES.

age	{ =state of being,	eer	{ =one who.
	=act of,	ier	
	=that which,	ess	=female.
	a collection of.	ette	{ =little (diminu-
ee	=one to whom.		tive).

LESSON 1.

Root-form, (L.) **pon**=to place or put; other forms, **pose, posit, post.**

im pose'	ex pose'	op pose'
im' post	de pose	dis pose
com pose'	de pos it	post pone
com pos ite	ex po nent	ap po si' tion
com po nent	de po nent	dis po si tion
com po si' tion	de pos i to ry	de pos' i ta ry

impose (*im* [in]=upon), to place upon.

impost, what is placed upon, as a tax.

compose (*com*=with), to place together.

composite, made of parts placed together.

component, one of the parts placed together.

composition, that which is made of parts.

expose (*ex*=out), to place out; to show up.

depose (*de*=down), to put down, as a piece of testimony.

deposit, that which is put down, as money in a bank.

exponent, that which sets forth, as in algebra.

deponent, one who deposes.

depository, place where a deposit is made.

oppose, to place against.

dispose (*dis*=apart), to place apart; to distribute.

postpone (*post*=after), to place; to defer.

apposition (*ap* [ad]=to), putting to or alongside another.

disposition, the act of disposing.

depository, person with whom a deposit is made.

NOTE.—Some of these words have come to us directly from the Latin, and some, like **compose**, through the French. As a result, we often have two forms, like **compose**, for the verb through the French, and **component** for the adjective or noun, from the Latin. Similarly, the same thing is true of words from several other Latin roots.

LESSON 2.

Root-form, (L.) **port**=to carry; other form, **portat**.

ex port'	re port'	port
im port	de port	port' ly
dis port	por' ter	port fol' io
com port	sup port'	de port ment
trans port	por' tage	de por ta' tion
trans por ta' tion	re port' er	port man' teu
in sup port a ble	port' a ble	porte' mon naie

export (*ex*=out), to carry out of a country.

import (*im* [in]=in), to carry in.

disport (*dis*=apart), to carry apart; to divert.

comport (*com*=with), to carry one part with another; to be consistent.

transport (*trans*=over), beyond; to carry over.

transportation, the act of transporting.

report (*re*=back), to carry back; to tell.

deport (*de*=down, or from), to carry from; to behave.

porter, one who carries.

support (*sup* [sub]=under), to carry under; to bear up.

portage, a carrying; a carrying place between two rivers.

portable, that which may be carried.

port, carriage or behavior. "A swelling port."—*Shaks*.

portly, of a noble carriage.

portfolio, for carrying leaves (of paper).

deportation (*de*=from), a sending from, as out of the country.

portmanteau, (Fr.) for carrying a mantle or clothes.

portemonnaie, (Fr.) for carrying money.

LESSON 3.

Root-form, (G.) **meter** or **metr.**=to measure, or a measure.

me' ter	per im' e ter	di am' e ter
met ric al	cy clom e ter	sym' me try
met ro nome	ther mom e ter	hex am' e ter
ba rom' e ter	hy drom e ter	pen tam e ter
chro nom e ter	gas om e ter	trig o nom' e try

meter, a measure; the unit in the metric system.

metrical, according to measure.

metronome, an instrument for measuring time in music.

barometer (*bar*=weight), an instrument for measuring weight (of air).

chronometer (*chron*=time), an instrument for measuring time.

perimeter (*peri*=around), measurement around.

cyclometer (*cycle*=circle), an instrument for recording the revolutions of a wheel.

thermometer (*therm*=heat), an instrument for measuring heat.

hydrometer (*hydr*=water), an instrument for measuring the specific gravity of liquids.

gasometer, an instrument for measuring gas.

diameter (*dia*=through), measurement through.

symmetry (*sym*=together), measure together, similarity of parts.

hexameter (*hex*=six), six measures, or feet, in poetry.

pentameter (*penta*=five), five measures in a line.

trigonometry (*trigon*=a triangle), measurement of triangles.

LESSON 4.

Root-form, (G.) **graph**=write, to delineate.

di' graph	bi og' ra phy	graph' ic
tel e graph	chi rog ra phy	graph ite
au to graph	to pog ra phy	par a graph
graph o lite	ty pog ra phy	mon o graph
ge og' ra phy	or thog ra phy	ste nog' ra phy
pho' no graph	au to bi og' ra phy	pho tog ra phy

digraph (*di*=two), a writing of two letters combined.

telegraph (*tel*=far), an instrument for writing from a distance.

autograph (*auto*=self), one's own writing.

grapholite (*lith*=stone), a stone suitable for writing upon.

geography (*ge*=earth), a writing about the earth.

phonograph (*phon*=sound), an instrument for recording sounds.

biography (*bi*=life), a writing about the lives of men.

chirography (*chir*=hand), handwriting.

topography (*top*=place), a writing about places, as to surface, etc.

typography (*typ*=type), a writing by the use of types.

orthography (*orthos*=correct), the correct writing of words.

autobiography, a story of one's life written by one's self.

graphic, written; usually means clearly or well written.

graphite, a mineral used for pencils.

paragraph (*para*=beside), lines written beside one another, or on one topic.

monograph (*mon*=one), single; a writing on a single topic.

stenography (*sten*=close), writing in shorthand.

photography (*photo*=light), the art of producing pictures by light.

LESSON 5.

Root-form, (L.) **mit**=to send; other form, **mis**.

e mit'	ad mit'	dis miss'
re mit	sub mit	mis'sive
mis'sile	e mis sion	prom ise
com mit'	re com mit'	sub mis' sion
mis' sion	com mit' tee	ad mit tance
trans mit'	re mit tance	per mit tance

emit (*e* [ex]=out), to send out.

remit (*re*=back), to send back.

missile (suffix, *ile*=easily), something easily sent.

commit (*com* [con]=with), to send with; to give to.

transmit (*trans*=over), to send over.

LESSON 6.

Root-form, (L.) **fer**=to bear, to carry; other forms, **fert**, **lat**.

de fer'	e late'	pre fer'
di late	re fer	con fer
fer' tile	dif' fer	ref er ee'
suf fer	col late'	re fer' ring
prof fer	ref' er ence	in' fer ence
cir cum' fer ence	dif fer ence	def er ence

defer (*de*=down, or from), to bear from; to postpone.

dilate (*di*=apart), to carry apart; to enlarge.

fertile (*ile*=easily), bearing easily; abundantly.

suffer (*suf* [sub]=under), to bear up under; to endure.

circumference (*circum*=around), a carrying around.

TO THE TEACHER: Require the pupils to define the remaining words, and to find as many more of the same family as they can.

LESSON 7.

Root-form, (G.) **log**=word, speech; **logy**=discourse upon, science of.

eu' lo gy	bi ol' o gy	log' ic
zo òl' o gy	cat' a logue	phys i ol' o gy
the ol o gy	dox ol' o gy	my thol' o gy
tau tol o gy	tech nol o gy	et y mol' o gy
dec' a logue	min er al' o gy	psy chol' o gy
mon o logue	ar chæ ol o gy	or ni thol' o gy

eulogy (*eu*=well, or good), a speech in praise of one.

zoölogy (*zoo*=an animal), the science of animals.

theology (*The*=God), the science of God.

tautology (*taut*=the same), use of several words with the same meaning.

decatalogue (*deka*=ten), ten commandments.

LESSON 8.

Root-form, (G.) **phone**=sound.

Root-form, (G.) **peter**=stone or rock; other form, **petr**.

phon' ics	Pe' ter	pet' rel
eu pho ny	pet ri fy	pho net' ic
tel e phone	pho no type	pe trol o gy
pe tro' le um	pet ri fac' tion	sym' pho ny
pho nol o gy	pho ne ti za' tion	pho no scope

phonics (*ics*=science of), the science of sounds.

euphony (*eu*=well, or good), pleasantness of sound.

telephone (*tele*=far), an instrument for transmitting sound to a distance.

LESSON 9.

Root-form, (L.) **duc**=to lead ; other form, **duct**.

duc' tile	duct	re duce'
de duct'	se duce'	in duce
ad duce'	tra duce	de duce
prod' uct	vi' a duct	pro duce
con duce'	aq ue duct	ed' u cate
con duct or	in duc' tive	in tro duce'

aqueduct (*aqua*=water), an artificial channel for conducting water.

ductile (*ile*=easily), easily led or drawn, as gold into wire.

deduct (*de*=from), lead from.

LESSON 10.

Root-form, (L.) **frang**=to break ; other forms, **frag**, **fract**.

fra gil' i ty	re fract'	frail' ty
in fring ing	frac' tions	frag ile
re frac to ry	re frac' tion	frac ture
re fran gi ble	in frac tion	in fringe'
in fran gi ble	frac' tion al	frag' ment
in fringe ment	frail (fragile)	fran gi ble

fragile (*ile*=easily), easily broken, as a glass vase.

infringe (*fringe*=frang), to break in ; to transgress.

frangible (*ible*=that may be), that may be broken, as an iron bar.

TO THE PUPIL: There are many more words from these roots.

LESSON 11.

il, ile, or yl?

cav' il	u ten' sil	ag' ile	i' dyl
an vil	tran' quil	doc ile	rep tile
fos sil	vol a tile	sub tile	mo bile
nos tril	im be cile	dom i cile	fe brile
cod i cil	mer can tile	ver sa tile	dac tyl

LESSON 12.

per or pur?

per' jure	per se vere'	pur' ple	pur vey'
per fi dy	per chance'	pur sue'	pur loin
per turbed'	per' fo rate	pur' port	pur' pose
per' son age	per di' tion	pur ga tive	pur blind
per en' ni al	per' me ate	pur chas er	pur su' ant
per' ma nent	per fec' tion	pur ga to ry	pur su ance

LESSON 13.

cious or tious?

vi' cious	spē' cious	cap' tious
con scious	vi va' cious	fa ce' tious
a trō' cious	ju di cious	fic ti tious
ra pā cious	in fec tious	con ten tious
ma li cious	ca pri cious	sen ten tious
per ni cious	nu tri tious	ex pe di' tious
sus pi cious	vex a tious	su per sti tious
av a ri' cious	pro pi tious	con sci en tious

LESSON 14.

able or ible ?

us' a ble	ford' a ble	for' ci ble
rul a ble	teach a ble	sen si ble
tam a ble	laugh a ble	re sist' i ble
suit a ble	speak a ble	re vers i ble
claim a ble	mal le a ble	de du ci ble
a void' a ble	de bat' a ble	nav' i ga ble
jus' ti fi a ble	dif fu si ble	cred it a ble
gov ern a ble	ad mis si ble	in tan' gi ble
an swer a ble	meas' ur a ble	col lect i ble
fash ion a ble	ex haust' i ble	pen' e tra ble
in de fat' i ga ble	in com pat' i ble	im press' i ble

LESSON 15.

ance or ence ?

pit' tance	de fi' ance	op' u lence
fra grance	vi' o lence	as sur' ance
au di ence	ig no rance	pes' ti lence
venge ance	ar ro gance	neg li gence
el o quence	ve he mence	pref er ence
res o nance	im mi nence	oc cur' rance
con fi dence	com pli' ance	a bun dance
o be' di ence	con cur rance	con' so nance
cor' pu lence	con ven ience	ab hor' rance
am bu lance	ac quaint ance	ap pear ance
ob serv' ance	per se ver' ance	com' pe tence
for bear ance	im per' ti nence	con cord' ance
cor re spond' ence	ex trav a gance	ap pur te nance

LESSON 16.

ise, or ize?

re vi ^s ē'	vi' tal ize	ag' o nize
ad vi ^s e	sur prise'	rec og nize .
con ci ^s e	crit' i ci ^s e	mem o rize
bap ti ^s e	ex er ci ^s e	bru tal ize
i' dol ize	fran chi ^s e	scru ti nize
sur mi ^s e'	mor al ize	mes mer ize
le' gal ize	or gan ize	stig ma tize
ad ver ti ^s e'	pat ron ize	har mo nize
com' pro mi ^s e	sym pa thi ^s e	e pit' o mize

LESSON 17.

The suffixes **let, ock, et, ling, kin, and ette** mean **little**.

eye	eye' let	arm`	arm' let
cut	cut let	cir' cle	cir clet
hill	hill ock	strip	strip ling
ea' gle	ea glet	stream	stream let
lance	lan cet	lamb	lamb kin
fledge	fledge ling	duck	duck ling
year	year ling	found	found ling
beam	beam let	ci gar'	cig a rette'
sap	sap ling	man	man' i kin
mall	mal let	stat' ue	stat u ette'
bull	bul lock	pipe	pip' kin
hack	hatch et	riv' er	riv u let
cask	cas ket	suck	suck ling

LESSON 18.

Write and define a homonym of each of the following words:

lore, <i>learning.</i>	whoop, <i>to shout.</i>
lax, <i>loose, vague.</i>	can' did, <i>frank, fair.</i>
faun, <i>a god of fields and shepherds.</i>	lade, <i>to load.</i>
hide, <i>the skin of an animal.</i>	vise, <i>a tool.</i>
banned, <i>did ban.</i>	rheum, <i>a serous fluid.</i>
Greece, <i>a country.</i>	sen' su al, <i>pertaining to the senses.</i>
cote, <i>a cottage or hut.</i>	could, <i>was able.</i>
chute, <i>a rapid fall, as in a river.</i>	yoke, <i>to join.</i>
	gloze, <i>to smooth over.</i>

LESSON 19.

Review.

1. Write ten words containing suffixes that mean **one who**.

2. Write the analysis of the following words: **re com mit'**, **def'er ence**, **col la'tion**, **pho- tog'ra phy**, **sym'pho ny**

3. Give and define a word containing the prefix **re**; a word containing the prefix **un**; a word containing the suffix **er**.

4. Give a pair of antonyms.

5. Give the forms of the prefix **in**, with an example of the use of each form.

What is **eu'pho ny**? What does **as sim'i late** mean?

LESSON 20.

Root-form, (L.) **plie**=to fold; other forms, **ply**, **pli**, **plicit**, **ple**, **ploy**.

tri' ple	re ply'	sup' ple
sup ply'	im ply	de ploy'
pli' ant	ex plic it	com' plex
pli a ble	im plic it	sup pli cant
pan o ply	mul' ti ply	em ploy' ment

LESSON 21.

Root-form, (L.) **cap**=the head; other forms, **capt**, **chief**, **capit**, **cipit**.

cap' i tate	cat' tle	chief
cap i tal ize	cap' tain	cap' tain cy
ca pit' u lar	prec i pice	cap i tal ly
de cap i tate	ca pit' u late	cap i tal ist
re ca pit' u late	pre cip i tate	pre cip' i tous

LESSON 22.

Root-form, (L.) **fac**=to do, or to make; other forms, **fic**, **fact**, **fect**.

fac' ile	in fect'	af fect'
fac tor	grat' i fy	de fect
fac tion	ben e fit	suf fice (fiz)
fac ul ty	mag ni fy	sanc' ti fy
fa cil' i tate	dif fi cul ty	sac ri fice (fiz)

TO THE PUPIL: Spell the words and find their meanings; try to see clearly how each comes from the root. Compare **su per fi' cies** and **sur' face**.

LESSON 23.

Root-form, (L.) **fin**=end ; other form, **finit**.

fi' nite	fine	fine' ly
fin ish	fi' nal	fin i cal
fi nal ly	re fine'	def i nite
in fi nite	de fine	su per fine
in fin' i tude	fi nal i ty	de fin' a ble
in fin i tes' i mal	in fin i ty	in fin i tive

LESSON 24.

Root-form, (L.) **ven**=to come ; other form, **vent**.

e vent'	con vene'	ven' ture
in vent	ad ven ture	in vent' or
ad' vent	con ven ient	su per vene'
con vent'	in ter vene'	pre vent' ive
pre vent	con ven' tion al	cir cum vent'

LESSON 25.

Root-form, (L.) **tract**=to draw, or drawn.

de tract'	trace	trait
ex tract	re tract'	tract
sub tract	tract' ile	por' trait
pro tract	dis tract'	trace a ble
ab strac tion	trac' tion	pro tract' or
con trac tion	re tract' ile	dis trac tion

TO THE PUPIL: Find meanings, and see if you can trace them from the root.

LESSON 26.

Root-form, (L.) **ten**=to hold ; other forms, **tain**, **tin**.

ten' et	con tain'	re tain'
ten ant	sus tain	re ten tive
ten ant ry	sus' te nance	con' ti nent
ten e ment	con ti nence	lieu ten' ant
te nac' i ty	main te nance	con tin u ance

LESSON 27.

Root-form, (L.) **dic**=to speak, to say ; other form, **dict**.

e' dict	dic' tum	in ter dict'
ad dict'	dic tate	ab' di cate
dic' tion	ver dict	pred i cate
pre dict'	dic ta' tor	dic ta to' ri al
con tra dict'	ben e dic' tion	pre dic' a ment

LESSON 28.

Root-form, (L.) **vert**=to turn ; other form, **vers**.

a vert'	a verse'	verse
in vert	ad vert	di' vers
ver' tex	ob verse	in verse'
sub vert'	ver' sa tile	ver' si fy
ver' ti go	con verse ly	trans verse'
di vert' ed	con tro vert	ad ver si ty

TO THE PUPIL: Find the meanings of the above words, and find other words of the same family.

LESSON 29.

Root-form, (L.) **curre**=to run; other forms, **cur**, **curs**.

suc' cor	in cur'	cours'er
con cur'	re cur	cur ren cy
cur' so ry	oc cur	pre cur' sor
ac cu ra cy	course	re cur rence
in cur' sion	cou' ri er	oc cur rence
ex cur sion	dis cur' sive	con cur rent

LESSON 30.

Root-form, (L.) **ced**=to go, to yield; other forms, **cess**, **ceed**.

ac cess'	de ce' dent	se ced'er
ac cede	se ces sion	re ces sion
con cede	pre ced ent	suc ces sor
ac ces sion	ex ceed ing	suc ceed ed
ac ces so ry	an te ced' ent	pro ceed ing
con ces sion	pre de ces sor	in ter ces' sion

LESSON 31.

Root-form, (L.) **tors**=to twist; other form, **tort**.

re tort'	dis tort'er	ex tor' tion ate
dis tort	tor' ture	ex tort
con tort	tor tu ous	ex tort er
re tor tion	ex tort' ed	tor' toise
dis tor tion	dis tort ed	ex tor' tion
con tor tion	con tort ed	con tor' tion ist

TO THE PUPIL: Find the meaning of these words.

LESSON 32.

Root-form, (L.) **terr**=the earth, land.

ter rene'	in ter'	sub ter ra'ne ous
ter' race	ter' rac ing	dis in ter ment
ter ri to ry	pär terre'	Med i ter ra'ne an
ter res' tri al	in ter ment	terre'-ten ant (tär)
ter ra que ous	dis in ter'	ter ri to' ri al
sub ter ra'ne an	in ter' ring	cir cum ter ra'ne ous

parterre (Fr.) (*par*=per), a system of flower beds with spaces of turf between.

terraqueous (*aqua*=water), consisting of land and water.

LESSON 33.

Root-form, (L.) **pend**=to hang, to weigh; other form, **pens**.

ap pend'	pen' sive	pen' sile
de pend	pend ing	pen sion
ex pend	ap pen' dix	pend ent
im pend	de pend ent	pend ant
sus pend	in de pend' ent	pen du lum
ex pense	com pen sa tion	pen du lous

expense, a weighing out; money was formerly weighed.

pensive, thoughtful; weighing mentally.

To THE PUPIL: What is the difference between pendant and pendent?

LESSON 34.

Root-form, (L.) **scrib** = to write; other form, **script**.

as crite'	in scribe'	scrip
pre scribe	de scribe	scribe
pro scribe	con' script	scrib' ble
sub scribe	tran scribe'	scrip ture
con scrip tion	su per scribe'	post script

LESSON 35.

Root-form, (L.) **flu** = to flow; other forms, **fluct**, **flux**.

flux	flu' id	in' flux
flu' ent	ef flux	re flux
flu id' i ty	flu ent ly	.ref lu ent
af' flu ent	fluc tu ate	in flu ence
af flu ence	con flu ence	flu id' i ty
in flu en' tial	ef flu' vi um	su per flu ous

LESSON 36.

Root-form, (L.) **voc** = to call; other form, **voke**.

voice	e voke'	in voke'
voc' a tive	re voke	vo cif er ate
vo ca' tion	con voke	in vo ca' tion
vo cif er ous	rev o ca' tion	prov o ca tion
vo cab u la ry	con vo ca tion	pro vō' ca tive

TO THE PUPIL: Find other words of the same family.

LESSON 37.

Root-form, (G.) **path**=feeling, suffering; other form, **pass**.

pa' tient	pas' sion	pa' thos
ap a thy	pas sive	ap a thet' ic
pa thet' ic	im pas' sive	im pa' tience
sym' pa thy	al lop a thy	path o log' ic
an tip' a thy	pas' sive ness	hy drop' a thy
pa thol o gy	ho me op' a thy	sym pa thet' ic

apathy (*a*=without), want of feeling.

sympathy (*sym* [*syn*]=with), feeling with, a fellow-feeling.

hydropathy (*hydr*=water), cure of suffering with water, water-cure.

LESSON 38.

Root-form, (G.) **polis**=city; other forms, **ple**, **polit**.

po lice'	Trip' o li	Na' ples
pol' i cy	ne crop' o lis	cos mop' o lite
pol i tics	me trop o lis	met ro pol' i tan
po lit' i cal	He li op' o lis	cos mo pol i tan
pol i ti' cian	Ne a pol i tan	In di an ap' o lis
Ad ri an o' ple	Minn e ap o lis	Con stan ti no ple

necropolis (*necr*=dead), the city of the dead.

metropolis (*metr*=mother, chief), chief city.

neapolis (*ne*=new), the new city.

LESSON 39.

Words of Difficult Terminations.**cy, sy, or zy ?**

la' zy	spi' cy	flee' cy	po' e sy
ros y	prōs y	breez y	a gen cy
ra cy	tan sy	brass y	her e sy
doz y	slea zy	gloss y	flu en cy
ha zy	flim sy	dress y	se cre cy
ma zy	fren zy	drow sy	pli an cy
cra zy	frow zy	ar go sy	va can cy
wheez y	pa pa cy	sol ven cy	e mer' gen cy
de cen cy	de fi' cien cy	greas y (grēz)	pro fi cien cy

LESSON 40.

cal, cle, or kle ?

vo' cal	truc' kle	op' tic al
cac kle	crac kle	chuc kle
buc kle	eth ic al	cur ri cle
pric kle	frec kle	skep tic al
clav i cle	ves i cle	po et' ic al
en cir' cle	fol li cle	tab' er na cle
sur' gi cal	shac kle	a the is' tic al
clas sic al	ve hi cle	gram mat' ic al
in im' ic al	cler ic al	sym met ri cal
pro sa ic al	bib li cal	em blem at' ic al
whim' si cal	par ti cle	met a phys ic al
di a crit' ic al	chron i cle	chron o log ic al

LESSON 41.

sion or tion?

lo ca' tion	do na' tion	sen sa' tion
cre a tion	ces sa tion	quo ta tion
ad he sion	pro fu sion	ad mis sion
re ten tion	nar ra tion	dis per sion
re pul sion	con fes sion	de pres sion
gra da tion	pro ces sion	im pres sion
ex pan sion	con ver sion	pros tra tion
per mis sion	ben e fac' tion	in ter dic' tion
com mis sion	pre di lec tion	ne go ti a' tion
cap i ta' tion	an i mad ver' sion	trans gres' sion

LESSON 42.

The suffixes **an, ar, ary, ard, art, ate, ist, ian, ster, yer**, mean **one who**.

Using these suffixes, make words from the following list. Examples: **law** and **yer**, **lawyer**; **trick** and **ster**, **trickster**.

tap	law	civ' il	art
brag	pun	Christ	malt
trick	cure	vi' sion	Ar' ab
du' el	drug	hu mor	It a ly
guard	game	trib ute	the o ry
form' al	drunk	li bra ry	meth od
Eu rope	young	ma chine'	his to ry
bot a ny	big' a my	A mer i ca	trag e dy

LESSON 43.

Written Exercise.

Write the words for the following meanings:

to make just.
state of being a vassal.
relating to a legend.
to make ample.
to make solid.
pertaining to allegory.
the quality of being
 buoyant.
one who assails another.
pertaining only to the
 moment.

pertaining to matters
 between nations.
to give or express sym-
 pathy.
the quality of being fra-
 grant.
to make vocal.
that can not be passed.
to make stupid.
the quality of being
 transparent.

LESSON 44.

Write the words for the following meanings:

full of might.
not to obey.
relating to commerce.
beyond or above ordi-
 nary.
in an eager manner.
one who assists another.
one who serves.
that may not be cured.
relating to fate.
in a hearty manner.

one who practices in art.
that which refreshes.
not satisfied.
pertaining to an office.
the state of being a
 child.
the act of imitating.
not probable.
one who deals in jew-
 elry.
act of cultivating.

LESSON 45.

Root-form, (G.) **aster**=star; other form, **astr**.

Root-form, (L.) **stell**=star.

as' ter	stel' la	stel' lar
as tral	dis as' ter	as trol' o ger
as ter isk	dis as trous	as tron o mer
as ter oid	as tron o my	as tro log' ic al
as trol' o gy	as tro nom' ic al	con stel la tion

disaster (*dis*=not, apart from, ill), under an ill aspect of a star; hence, a calamity.

asterisk (*isk*=little), a little star, a mark used in printing or writing.

LESSON 46.

Root-form, (L.) **ped**=the foot.

Root-form, (G.) **pod**=the foot.

ped' al	im pede'	tri' pod
ped es tal	cen' ti ped	ex' pe dīte
ped i gree	pe dun' cle	gas tro pod
ped i ment	an tip o des	myr i a pod
quad ru ped	ped i men' tal	ex pe' di ent
pe des' tri an	ex pe di tion	chi rop o dist
pe dom e ter	im ped' i ment	ex pe' di en cy

TO THE PUPIL: Find the meanings and trace the words from the root.

LESSON 47.

Root-form, (L.) **hum**=ground, soil.

Root-form, (G.) **ge**=the earth, the world

geor' gic	ge' ode	ge ol' o gy
ap o gee	George	ge o graph'ic
per i gee	ge o met' ric	ge ol' o gize
ex hume'	ge o cen tric	ge om e try
in hu ma' tion	ge o met ric al	ge ol o gist
ex hu ma tion (L)	ge om e tri' cian	ge og ra phy

George (*erg*=to work), an earth-worker, a farmer.

LESSON 48.

Root-form, (L.) **doc**=to teach; other form, **doct**.

Root-form, (L.) **tend**=to stretch; other form, **tens**.

doc' ile	at tend'	tend
doc tor	ex tend	tense
doc i ble	ten' don	ten' sile
doc trine	dis tend'	por tend'
do cil' i ty	con tend	sub tend
doc' tri nal	at ten tion	pre tend
doc u ment	ex ten sion	in ten sive
doc u men' ta ry	su per in tend'	tend' en cy

doctor means, primarily, a teacher.

LESSON 49.

Root-form, (L.) **dent**=tooth.

Root-form, (L.) **edi**=to eat; other form, **est**.

Root-form, (L.) **vor**=to devour, to eat; other form, **vorac**.

in dent'	tri' dent	de vour' er
den' tal	den tate	vo ra cious
den tist	de vour'	ed i bil' i ty
den tine	ed' i ble	ed' i ble ness
in den' ture	vo rac' i ty	om niv' o rous
den' ti frice	den' tal ism	car niv o rous
dan de li on	den ti form	her biv o rous

LESSON 50.

Root-form, (L.) **hom**=man; other form, **hum**.

Root-form, (G.) **anthrop**=man.

Root-form, (L.) **vir**=man.

hu' man	Phil' ip	vi' rile
hu mane'	hom age	vi ril' i ty
hom' i cide	hom i ci dal	hu' man ly
hu man ize	mis an' thro py	an thro pol' o gy
hu mane' ly	mis an throp' ic	phi lan' thro pist
hu man i ty	phil an throp ic	hu man i ta' ri an
mis' an thrope	phi lan' thro py	an thro po mor' phism

To THE PUPIL: Study the meaning and use of the words in this lesson and see if you can trace them from the root.

LESSON 51.

Root-form, (L.) **clud**=to shut; other form, **clus**.

in clude'	se clude'	clos' et
ex clude	pre clude	clo sure
con clude	in clu sive	re cluse'
in clo sure	ex clu sive	dis close
ex clu sion	se clu sion	clois' ter
con clu sion	con clu sive	fore close'

LESSON 52.

Root-form, (L.) **spec**=to look, to view; other forms, **spic**, **spect**.

in spect'	spec' u late	spe' cie
re spect	spec u la tor	spe cies
pros' pect	cir cum spect	per spec' tive
sus pi' cion	spec tro scope	per spic u ous
con spic u ous	spec tac' u lar	per spi cac' i ty

LESSON 53.

Root-form, (L.) **greg**=herd, a flock.

Root-form, (L.) **luna**=the moon.

seg' re gate	lu' nar	lune
ag gre gate	lu na cy	e gre' gious
con gre gate	lu na tic	gre ga ri ous
ag gre ga' tion	e gre' gious ly	sub' lu na ry
con gre ga tion	seg re ga' tion	sem i lu' nar

LESSON 54.

Root-form, (L.) **jac**=to throw; other form, **ject**.

in ject'	e ject'	re ject'
de ject	in ter ject'	sub ject
ab' ject	in jec' tion	e jac u late
de jec' tion	pro ject or	sub jec tive
con jec ture	pro ject ile	in ter jec' tion
con jec tur al	pro jec tion	e jac u la' tion

LESSON 55.

Root-form, (L.) **tang**=to touch; other forms, **tact**, **tig**, **teg**.

con' tact	tact	in' te ger
tan gent	in tact'	in te gral
tan gi ble	tac' tile	en tire' ty
con ta' gious	tact less	in teg ri ty
con tig u ous	tac tu al	in' te grate
con ti gu' i ty	con tin' gent	con tam' i nate

LESSON 56.

Root-form, (L.) **pel**=to beat, to drive; other form, **puls**.

ex pel'	im pel'	pulse
dis pel	pro pel	re pulse'
pul' sate	im' pulse	re pel lent
com pul' sion	pro pel' ler	re pul sive
com pul so ry	im pul sive	pul sa tion
ex pel la ble	ex pul sion	pro pul sion

LESSON 57.

Root-form, (G.) **scop**=to view, or a view.

Root-form, (G.) **dem**=the people.

scope	dem' i urge	de mot' ic
tel' e scope	dem o crat	ep i dem' ic
mi cro scope	dem a gogue	dem' a gog y
ster e o scope	dem a gog' ic	de moc' ra cy
ka lei' do scope	de moc' ra tize	dem o crat' ic
ka lei do scop' ic	mi cro scop' ic	dem' a gog ism

LESSON 58.

Root-form, (G.) **lith**=a stone; other form, **lite**.

Root-form, (G.) **thesis**=something laid down, or placed.

theme	the' sis	syn' the sis
The' mis	ep i thet	a poth' e sis
the mat' ic	a er o lite	an ti thet' ic
mon' o lith	an tith' e sis	hy poth' e sis
lith o graph	syn thet ic al	par en thet' ic
lith o graph' ic	pa ren the sis	hy po thet ic al

aerolite (*aer*=air), a stone which falls through the air to the earth from outer space.

monolith (*mono*=alone), an object formed from a single piece of stone.

hypothesis (*hypo*=under), something placed under; compare it with supposition.

LESSON 59.

Root-form, (L.) **temp**=time.

Root-form, (G.) **chron**=time.

tem' per	chron' ic	chron' i cle
tem po ral	chron i cler	chro nol' o gy
tem po rize	chro nol' o ger	chro nom e ter
tem po ra ry	con tem po ra ry	an ach ro nism
tense (Gram.)	con tem po ra' ne ous	tem' po ra ri ly

LESSON 60.

Root-form, (L.) **am**=love; other forms, **imic**, **amat**.

Root-form, (G.) **phil**=love.

am' a to ry	am' i ty	phil' ter
a mi a ble	en mi ty	Phi lis' tine
am i ca ble	phi lol' o gist	phi lol o gy
en am' ored	phi los o phy	phil har mon' ic
am' a tive ness	phi los o pher	Phil a del phi a

LESSON 61.

Root-form, (L.) **manu**=the hand.

Root-form, (G.) **chir**=the hand.

man' u al	bim' a na	main tain'
man u mit'	ma nip' u late	man' a cle
ma neu' ver	e man ci pate	chi ro man cy
man' u script	man u fac' to ry	chi rog' ra phy
man u fac' ture	man' date	a man u en' sis

LESSON 62.

Root-form, (L.) **cap**=to take ; other forms, **capt**, **cip**, **ceiv**, **cept**.

TO THE PUPIL: Take the large dictionary and find the words of this family. Remember that not every English word containing one of these combinations of letters belongs to the family. In previous lessons we have seen that in some words **hum** comes from a word meaning man; in others, **hum** comes from a word meaning earth or soil. So of any one of the forms. Do not assume that it comes from a particular root till you have *ascertained* the fact by consulting the dictionary, or some other good authority.

LESSON 63.

Root-form, (L.) **leg**=to choose ; other forms, **lect**, **lig**.

Root-form, (L.) **leg**=to read.

Root-form, (L.) **leg**=law ; from **lex**, a law.

TO THE PUPIL: Find words from these roots, and distinguish them. The form **leg** comes, also, from two or three other roots. Notice the French word **e lite**'.

LESSON 64.

Root-form, (L.) **aud**=to hear ; other form, **audit**.

Root-form, (L.) **dign**=worthy.

TO THE PUPIL: Find the words of these families. Notice the word **con dign**'.

LESSON 65.

Words of Difficult Terminations.

eous or ious ?

nox'ious
co pi ous
du bi ous
a que ous
right eous
spu ri ous
te nā' cious
ob se qui ous
im per vi ous
mer e tri' cious

hid'e ous
gas e ous
stu di ous
cour te ous
ve ra' cious
ca pa cious
il lus tri ous
punc til ious
men da cious
com mo di ous

in sid'i ous
im pe ri ous
out ra geous
ef fi ca' cious
ab ste' mi ous
am phib i ous
spon ta ne ous
cer e mo' ni ous
si mul ta ne ous
mis cel la ne ous

LESSON 66.

ary, ery, or ory ?

pri'o ry
sa vor y
dra per y
beg gar y
dil a to ry
sum ma ry
bound a ry
cus tom a ry
con sis' to ry
e pis to la ry
ca pit u la ry

ar'mo ry
lit er a ry
con tra ry
cu li na ry
cat e go ry
pref a to ry
in ven to ry
dic tion a ry
de tract'o ry
ob' li ga to ry
el e men'ta ry

cem'e ter y
dor mi to ry
mer ce na ry
mon as ter y
prom is so ry
em broid'er y
sat is fac' to ry
pen i ten tia ry
in tro duc to ry
con tra dict o ry
con fec' tion er y

LESSON 67.

g has its hard sound before **e** and **i** in these words and their derivatives :

gear	gig	gird
gey' ser	gift	gimp
giz zard	give	girth
geld ing	gild	gim' let
gew gaw	gid' dy	gim bal
ge hen' na	gig gle	ging ham
ger ry man' der	gib ber ish	gill (of a fish)

LESSON 68.

Words from Names of Persons and Places.

spen' cer	Spen' cer	mus' lin	Mo' sul
brough am	Brough' am	bay o net	Ba yonne'
jo vi al	Jove	tur quoise'	Tur' key
laz a ret' to	Laz' a rus	cord' wain	Cor' do va
boy' cott	Boy' cott	mag net	Mag ne' si a
vol can' ic	Vul' can	cur rant	Cor' inth
hec' tor ing	Hec' tor	me an' der	Me an' der
gal va nism	Gal va' ni	tar' iff	Ta ri' fa
fuch si a	Fuchs	mau so le' um	Mau so' lus
jal ap	Ja la' pa	mack' in tosh	Mack' in tosh
cop per	Cy' prus	dunce	Duns Sco' tus
ar te' sian	Ar tois'	her met' ic al	Her' mes
ep' i cure	Ep i cu' rus	quix ot ic	Don Quix' ote
pro te an	Pro' te us	dam' ask	Da mas' cus
ci ce ro' ne	Cic' e ro	sol' e cism	So' li

LESSON 69.

Root-form, (L.) **pater** = father ; other form, **patr.**

Root-form, (L.) **mater** = mother ; other form, **matr.**

Root-form, (L.) **frater** = brother ; other form, **fratr.**

Find words of these families. Which word would you choose for your composition, **pa ter nal** or **fa ther ly**? **Fra ter ni ty** or **broth er hood**? Give reason for your choice.

LESSON 70.

Root-form, (L.) **annu**=year ; other form, **enni.**

Root-form, (L.) **reg**=to rule, to reign ; other form, **roy.**

LESSON 71.

Root-form, (L.) **bell**=war ; other form, **bel.**

Root-form, (L.) **cred**=belief ; other form, **credit.**

LESSON 72.

Root-form, (L.) **flec**=to bend ; other forms, **flect**, **flex.**

Root-form, (L.) **volv**=to roll ; other forms, **volt**, **volut.**

Why is a book called a **vol'ume**?

LESSON 73.

Root-form, (L.) **hab**=to have ; other forms, **habit**, **hibit**.

Root-form, (L.) **oper**=work.

Root-form, (L.) **oner**=a burden.

LESSON 74.

Root-form, (L.) **ag**=to do ; other form, **act**.

Root-form, (L.) **cit**=to call, to say.

LESSON 75.

Root-form, (L.) **liber**=book ; other form, **libr**.

Root-form, (L.) **fol**=a leaf or leaves.

Root-form, (G.) **bibl**=book.

What connection between **bib' li o pole** and **mo nop' o ly** ?

LESSON 76.

Root-form, (L.) **pell**=skin ; other form, **pelt**.

Root-form, (G.) **derm**=skin.

What is a **tax' i der mist** ? What is a **pe lisse** ?

LESSON 77.

Root-form, (G.) **icthy**=fish.

Root-form, (G.) **ornith**=bird.

Root-form, (G.) **zoo**=an animal.

LESSON 78.

Root-form, (L.) **dei**=god.

Root-form, (G.) **theo**=god.

Root-form, (G.) **angel**=messenger.

What does **e van' gel** mean?

LESSON 79.

Root-form, (L.) **scien**=to know.

Root-form, (G.) **gnos**=to know; other form, **gnom**.

Root-form, (G.) **phor**=to bear, to carry; other form, **pher**.

What does **ag nos'tic** mean? **Chris'to pher**?

LESSON 80.

Root-form, (G.) **chrom**=color.

Root-form, (G.) **gon**=an angle.

Root-form, (G.) **chol**=bile; other form, **choler**.

Meaning of **mel'an chol y**?

LESSON 81.

Root-form, (L.) **cad**=to fall, a falling; other form, **cid**.

Root-form, (L.) **cid**=to cut off, to kill.

Why are **de cid'u ous** trees so called?

What is to **de cide** a matter?

What is the meaning of **so ror'i cide**?

LESSON 82.

Root-form, (L.) **luc**=light.

Root-form, (G.) **phos**=light; other form, **phot**.

What is it to **e lu' ci date** a subject?

Study the words **lu' ci fer** and **phos' phor us**.

LESSON 83.

Root-form, (L.) **cor**=the heart; other form, **cord**.

Root-form, (L.) **clam**=to cry out; other form, **claim**.

Root-form, (L.) **scind**=to cut; other form, **scis**.

What is it to **en cour' age** one?

LESSON 84.

Root-form, (L.) **oss**=bone.

Root-form, (G.) **sarc**=flesh.

Root-form, (L.) **carn**=flesh.

What is **sar' casm**?

LESSON 85.

Root-form, (L.) **grad**=to step, to go; other forms, **gred**, **gress**.

Root-form, (L.) **sed**=to sit; other forms, **sid**, **sess**.

Compare the words **pre side'** and **su per sede'**.

TABLE OF SOME OTHER ROOT-FORMS.

- (L.) **cornu** =horn.
- (L.) **corpus** =a body.
- (L.) **del** =to blot out, erase; other form, **delet.**
- (G.) **dyn** =power, force.
- (L.) **fix** =to place firmly; other form, **fig.**
- (G.) **gennao** =to produce.
- (G.) **glossa** =the tongue; other form, **glotta.**
- (G.) **gogue** =to lead, or to drive (suffix).
- (G.) **heli** =the sun.
- (L.) **lig** =to bind; other form, **ligat.**
- (L.) **loc** =a place.
- (L.) **lud** =to play; other form, **lus.**
- (L.) **migr** =to wander; other form, **migrat.**
- (L.) **mov** =to move; other form, **mot.**
- (L.) **mut** =to change.
- (G.) **naus** =a ship.
- (L.) **nomen** =name; other form, **nomin.**
- (L.) **ora** =to speak, to utter, to pray.
- (G.) **ped** =boy, child.
- (L.) **rogat** =to ask, to beg.
- (L.) **sap** =to have power to affect the organs of taste,
to be wise; other forms, **sav, sip.**
- (L.) **scand** =to climb; other forms, **scend, scent,**
scans.
- (L.) **sequ** =to follow; other form, **secut.**
- (L.) **sta** =to stand, to be firm; other forms, **stat,**
stit.
- (G.) **stigma** =a mark, a brand, any mark of infamy or
disgrace.
- (G.) **trop** =to turn.
- (L.) **vid** =to see; other form, **vis.**
- (L.) **vinc** =to conquer; other form, **vict.**
- (L.) **vitr** =glass.

LESSON 86.

ain, in, or ine ?

ros' in	muf' fin	Al' p'ine	or' i gin
su p'ine'	er m'ine	re main'	ver min
wel' kin	fam ine	cha grin	bul le tin
des t'ine	dol phin	æ o li an	gen u ine
ma r'ine'	chap lain	san' gu'ine	im ag' ine
ben' z'ine	chief tain	moun tain	com plain
bar gain	gas o line	boat swain (bōs'a)	med' i c'ine
plan tain	dis ci pl'ine	ap per tain'	en ter tain'

LESSON 87.

Written Exercise.

Write the words for the following meanings :

most sure.	in a strange manner.
to make flat.	before noon.
by the side of.	full of mercy.
without sense.	to make dim.
full of disgrace.	to place wrongly.
state of being fine.	somewhat gray.
somewhat green.	the act of settling.
full of pores.	in a rough manner.
that may be cured.	pertaining to a brute.
continuing to rove.	the state of being clear.
relating to a bride.	continuing to pursue.
one who is strange to you.	the state of being ten- der.

LESSON 88.

Write the words defined by these phrases:

one who competes.
 act of tilling the soil.
 state of being a martyr.
 quality of forbearing.
 that can be navigated.
 to make equal.
 quality of being reluctant.
 one who sells at auction.
 act of seceding.
 having one value.
 act of sending or remitting money.

state or quality of expecting.
 quality of acting again.
 state or quality of being brief.
 one who does good for another.
 to make legal.
 that can not be controlled.
 one who is guilty of a crime.

LESSON 89.

Write the words defined by these phrases:

state of being sublime.
 the state of being without care.
 in a constant manner.
 not stained.
 the state of being free.
 one who goes on adventures.
 capable of being destroyed.
 the act of ventilating.
 to over-abound.

the act of being abased.
 that may be pardoned.
 one who stands by.
 the act of submitting.
 having power to reflect.
 to put on a throne.
 to mine in an opposite direction.
 one who deals in clothes.
 in a haughty manner.

LESSON 90.

able or ible?

ris' i ble
 eat a ble
 not a ble
 add i ble
 syl la ble
 mu ta ble
 cul pa ble
 ir ri ta ble
 e ras' a ble
 ig nit i ble
 di vis i ble
 in fu si ble
 a vail a ble
 rev' o ca ble
 ac cess' i ble
 ex cus a ble
 con ven a ble

in sen' si ble
 os ten si ble
 re ceiv a ble
 at tain a ble
 de lec ta ble
 ap' pli ca ble
 re press' i ble
 re triev a ble
 im pla ca ble
 dis cern i ble
 mem' o ra ble
 serv ice a ble
 com pat' i ble
 in im i ta ble
 per cep ti ble
 re spect a ble
 pre vent a ble

in di vis' i ble
 re spon' si ble
 de scrib a ble
 per mis si ble
 in ex or a ble
 com' bat a ble
 ir rep' a ra ble
 com mit ti ble
 trans fu si ble
 in sep a ra ble
 com bus ti ble
 in flam ma ble
 in cor ri gi ble
 in ex pli ca ble
 im pen e tra ble
 pro nounce a ble
 in de struc' ti ble

LESSON 91.

Spell and define the following words:

sci' o list
 gnos tics
 di ag no' sis
 pre' sci ence
 om nis' cience
 prog nos ti cate

vit' ri ol
 so ci ol' o gy
 co-re la tion
 syn' a gogue
 ped a gogue
 so lil' o quize

cog no' men
 tri chi a sis
 nom i na' tion
 del e te ri ous
 sym pho' ni ous
 no' men cla ture

LESSON 92.

From the French.

ap ro pos' (pò)	de bris (dã brẽ')	en core (õng kòr')
cha ri va ri (shã rã va rã')	de but (dã bã')	con nois seur (kon nis sur')
chat e laine (shãt' e lân)	de bu tant (da bu tong')	'em ploy e' (em ploy a')
co te rie' (re)	douche (doosh)	en tree (ong trã')
chif fo nier (shif fo nẽr')	e clat (e klã')	de tour (dã toor')
deb au chee (deb o shẽ')	e lite (ã lĩt')	hau teur (hõ tũr')
en nui (õng nwẽ')	na ive (nã ev)	qui vive (kẽ vẽv')
en route (õng root)	na ive te (nã ẽv tã')	patois (pat wa')
lor gnette (lor nyet')	neg li gee (neg li zhã')	passee (pas sã')

LESSON 93.

From the French.

Ma de moi selle (ma d mwã zel')	non cha lant (nõn cha long')	melee (mã lã')
Mes dames (mẽr' damã)	Mes sieurs (mesh' yez)	par quet (par kã')
re gime (rã zheem')	sa vant (sã vong')	tete-a-tete (tãt-ã-tãt')
ren dez vous (ren' de voo, or ran)	se ance (sã õngs')	trous seau (troo sũ')
re su me (rã zũ mã')	sil hou ette (sil' oo et)	vi gnette (vin yet')
re veil le (re vãl' ya)	so bri quet (sõ bre kã')	carte blanche (cãrt blãsh')
rou e (roo ẽ')	soi ree (swã rã')	mi rage (mĩ rãzh')
sa lon (sa lon')	sou ve nir (soũ' v nẽr')	pro te ge (pro ta zhã')

LESSON 94.

Words from the Arabic, Chinese, and Hindoo.

<i>Arabic.</i>		<i>Chinese.</i>	<i>Hindoo.</i>
am' ber	ko' ran	tea	chintz
ci pher	crim son	junk	tod' dy
sher bet	al co ran	gong	na bob
jas mine	al co hol	chi' na	jun gle
al ma nac	al ge bra	hy son	ban yan
mon soon'	mat tress	bō hēa'	pa go' da
tal' is man	as sas' sin	nan keen	sham poo

LESSON 95.

Words from the Hebrew and Persian.

<i>Hebrew.</i>		<i>Persian.</i>	
rab' bi	cab' a la	az' ure	chess
shek el	Je ho' va	scar let	ghoul
man na	ho san na	tur ban	shawl
ju bi lee	cin' na mon	or ange	lem' on
Sab bath	shib bo leth	mum my	car a van

LESSON 96.

Words Derived from Various Languages.

<i>Portuguese.</i>	<i>Spanish.</i>	<i>Dutch.</i>	<i>German.</i>
tank	flo til' la	sloop	troll
fē' tich	in' di go	yacht (yot)	nick' el
pa lä' ver	va nil' la	skates	poo dle
man da rin'	ar mā da	bran' dy	plun der
pāl an quīn	ren' e gade	skip per	swin dler
mar' ma lade	al li ga tor	wain scot	meer schaum

LESSON 97.

Words from the Italian and Malay.

	<i>Italian.</i>		<i>Malay.</i>
lä'vå	cit'a del	stuc'co	rat tan'
vis ta	sti let' to	re gat' ta	bam boo
a larm'	por' ti co	ban dit ti	ban' tam
pro' file	man i fes' to	bur lesque	gam boge'
fi nä' le	in flu en za	con' tra band	shad' dock
con' cert	cat' a fälque (talk)	mac a ro' ni	gut' ta-per' cha

LESSON 98.

Words Derived from Various Languages.

North American Indians.

squaw
wig' wam
hom i ny
wam pum
moc ca sin
tom a hawk

West Indies.

ca noe' (noo)
to bac co
can' ni bal
ham mock
hur ri cane
buc ca neer'

Slavonic.

czar (zär)
knout
pöl' ka
u kase'
ca lash
dros' ky

LESSON 99.

Spanish-American Languages.

ranch	co' ca	pueb' lo	mag' uey
pla' za	cor ral'	mus tang	stam pede'
cä ñon' (yun)	cre' ole	choc o late	bo nan za
pläç' er	a do' be	som bre' ro	cha par ral'
lar i at	gar rote	cal a boose'	pal met' to
bron cho	coy' o te	ha ci en da (as i en' da)	fan dan go

LESSON 100.

Words of American Coinage.

boom	dig' gings	cau' cus	loaf' er
bo' gus	mail car	husk ing	clear ing
dick er	squat ter	out sid' er	bun combe
do nate	corn cake	lynch' law	cow catch er
row dy	clam bake	war whoop	mass meet' ing

LESSON 101.

Words of Double Origin.

One form is direct from the original source, the other indirect through some other language.

<i>From Latin.</i>	<i>From French.</i>	<i>From Latin.</i>	<i>From French.</i>
re' gal	roy' al	fic' tion	fash' ion
hos pi tal	ho tel'	po tion	poi son
fi del' i ty	fe' al ty	o ra' tion	or i son
in im i cal	en e my	pen' i tence	pen ance
im pe ra' tor	em per or	su per fi' cies	sur' face

LESSON 102.

Spell and define :

con' stant	hoi' den	o' ral
u ni corn	re li' gion	e lude'
dy na mite	mul' ti ply	or' a tor
non de script	lig a ture	strat e gy
cor nu co' pi a	lig a ment	col lu' sion
cir' cum stan ces	men su ra' tion	mal fea sance

LESSON 103.

Write derivations from the following words. Spell every word according to rules given on page 75, unless you know that it is an exception to the rule:

ac quit', as sert', e lec' tric, beau' ty, bi' as.

LESSON 104.

Write derivations from **boast, choice, com pel', crag, curve, trump.**

LESSON 105.

Write derivations from **de ny', dirt, dread, emp' ty, en' vy.**

LESSON 106.

Write derivations from **fab' ric, glo' ry, lust, mar' ry, ob tain'.**

LESSON 107.

Write derivations from **plen' ty, cop' y, per- ceive', quell, read' y.**

LESSON 108.

Write derivations from **rev' el, spice, sul' phur, sys' tem, thirst, vouch.**

LESSON 109.

Spelling or Pronunciation, or Both, Difficult.

fa cade'	balk	salve (săv)
brusque	pla cărd'	res' in (rěz)
hal' i but (hól)	pon' iard (yard)	rap ĩne
hei nous (hă)	pan nier	salm on (săm)
hy gi ene	pa rôt' id	py rī' tes (těz)
gan grene	pom' mel (pum)	qui' nĩne
in iq' ui ty	pa tri' cian	prov ost
in' cho ate (ko)	pôr' cê lain (lin)	quo tient
guil lo tine (teen)	po lo naise' (năz)	sa gă' cious
hy me ne' al	lo quă' cious	re fût a ble
I con' o clast	pi ăn o fôr te	py ram i dal
goose' berry (goozberry)	pi' quan cy (pěkansy)	pro nun ci a' tion

LESSON 110.

Spelling or Pronunciation, or Both, Difficult.

lithe	mile' age	or' gies
leg' âte	mĭ as' ma	nôm ad
in trigue'	lunch' eon	pa paw'
lit' i gant	mor phĩne	pa py rus
in cur' sion	mol e cule	ô bit u a ry
jar di niere'	mĭ nũ' ti a	or' tho e py
in dict' ment (dĩte)	min' i mum	pag eant ry
in ure (yure)	na sal (năz)	pan e gyr' ic
i so ther' mal	neu ral' gi a	par tic' i pant
in cĭ' sor (zer)	mem' oir (wor)	nup' tial (shal)
in cen di a ry	mon grel (mun)	per ti na' cious
in ter loc' u tor	nau seous (shus)	ob' se quies (quis)

LESSON 111.

Words Difficult to Pronounce and Spell.

à ôr' tà	buoy	châr' y
âre' tle	(bwol or bol)	(or châr' rý)
ā' prī eôt	eāi' tiff	chāl' dron
af fil' i ate	eā nine' (nīm)	(or chāl)
ām' à tēur'	ben' i son	elan' gor (gēr)
am brō' sià	(bēn' i z'n)	cay enne'
à lign' ment	bou quet'	(kâ ēn' or kī ēn')
ăn nī' hī late (lat)	(boō kâ')	col' lier y
ăp' pā rā' tūs	ār' dū oūs	çin ehō' nà
ăd' ū lā tō rý	ăth' è nē' ūm	eôm' mū nism
	bē nēf' i cence	cār bôn if' ēr oūs
	ăr rāign' ment	ăd ô lēs' cence

LESSON 112.

Words Difficult to Pronounce and Spell.

dē sist' (zlat or slat)	fal' chion	fal' con
craunch	(fāl' chūn)	(fā' k'n)
(krāunch)	ē nēr' vate	fa' vor ite
dēe' ade (ād)	es cri toire'	(fā' vēr it)
erī tique' (tēk)	(ēs krl twār')	fōr' gēr y
cour' te sy	eu' cha rist	suc cinct'
(kūr' tē sý)	ēt' i quette' (kēt)	(sūk sīnkt')
eôn crete' (krēt)	ē' quī poise	li ti' gious
eō quette' (kēt)	em pyr' e al	(li tīj ūs)
cōn' course (kōrs)	(ēm pīr' ē al)	ter' ti a ry
eōr' pūs cle (s'l)	des' ue tude	(tēr' shī ā rý)
eôm plā' cent	(dēs' wē tūd)	pōr' phý rý
de noue ment	ēx chēq' uēr	ōb līq' uī tý
(dā nōo mǎn')	ēm' ēn dā' tion	rēc i prōc' i tý
eôn sūm' mâte	(shūn)	ex traor' di na ry
	con san guīn' i tý	(ēks trōr' dī nā rý)

LESSON 113.

Review.

ed' u cate
 met' ric al
 bi ol' o gy
 port fol' io
 cig a rette'
 tel' e graph
 ma li' cious
 per en' ni al
 com pos' ite
 har' mo nize
 o be' di ence
 ex haust' i ble

eu' lo gy
 in' fin ite
 post pone'
 trans port'
 fra gil' i ty
 a tro' cious
 venge' ance
 di am' e ter
 au' to graph
 sub mis' sion
 a va ri' cious
 in fin i tes' i mal

le' ga lize
 ad ver tise'
 dox ol' o gy
 com mit' tee
 per im' e ter
 ba rom' e ter
 ab strac' tion
 bi og' ra phy
 hex am' e ter
 cir cum' fer ence
 in de fat' i ga ble
 cor re spon' dence

LESSON 114.

Review.

fi' nite
 ad' vent
 mis' sile
 prof' fer
 sub tract'
 the ol' o gy
 ex cur' sion
 tel' e phone
 con duct' or
 ter res' tri al
 in fringe' ment
 sub ter ra' ne an

fos' sil
 nos' tril
 i' dol ize
 pit' tance
 con' scious
 fledge' ling
 el' o quence
 con ces' sion
 jus' ti fi a ble
 in flu en' tial
 vo cab' u la ry
 Med i ter ra' ne an

chute
 bap tize'
 hatch' et
 ver' ti go
 pan' o ply
 vo ca' tion
 ten' ant ry
 ter' ri to ry
 fa cil' i tate
 ac ces' so ry
 de cap' i tate
 con scrip' tion

LESSON 115.

Review.

as cribe'
pol' i cy
bot' a ny
as' ter isk
de' cen cy
sur' gi cal
ped' es tal
clas' sic al
po lit' i cal
gra da' tion
ex pan' sion
di a crit' i cal

voice
eae' kle
in dent'
de vour'
ed' i ble
hu mane'
doc' trine
pa thet' ic
ex clu' sion
doc' u ment
con' gre gate
con spic' u ous

pa' tient
Eu' rope
ad he' sion
hom' i cide
in clo' sure
sym' pa thy
con jec' ture
ge o met' ric
quad' ru ped
con tag' ious
pe des' tri an
as tron' o my

LESSON 116.

Review.

scope
ex pel'
de ject'
pri' o ry
man' u al
co' pi ous
right' eous
tem' po ral
bound' a ry
ob se' qui ous
com pul' so ry
ka lei' do scope

brough' am
ma neu' ver
guil' lo tine
di ag no' sis
ex cus' a ble
mi' cro scope
man' u script
in cen' di a ry
om nis' cience
ger' ry man der
man u fac' ture
cir' cum stan ces

des' tine
hy' gi ene
syl' la ble
plan' tain
ar te' sian
al' ma nac
vol can' ic
in cur' sion
dy' nam ite
man da rin'
tom' a hawk
mar' ma lade

LESSON 117.

Review.

cai' tiff
 pon' iard
 cri tique'
 fal' chion
 re li' gion
 lun' cheon
 lig' a ment
 por' ce lain
 war' whoop
 neu ral' gi a
 pen' i tence
 be nef' i cence

hoi' den
 in' di go
 cit' a del
 al' ge bra
 as sas' sin
 can' ni bal
 bur lesque'
 al' li ga tor
 choc' o late
 cin' na mon
 os ten' si ble
 de lec' ta ble

vit' ri ol
 cha grin'
 ep' i thet
 chief' tain
 tur quoise'
 boat' swain
 dem' o crat
 dis' ci pline
 il lus' tri ous
 syn' a gogue
 phi los' o phy
 el e men' ta ry

LESSON 118.

Review.

tri' dent
 tac' tu al
 lun' a tic
 hom' age
 pre clude'
 a' er o lite
 im pul' sive
 ex ten' sion
 e man' ci pate
 im ped' i ment
 phi lan' thro py
 con tem po ra' ne ous

re voke'
 tri' bute
 tor' ture
 li' bra ry
 dis as' ter
 con' script
 do na' tion
 se ces' sion
 nar ra' tion
 ap pen' dix
 in ter' ment
 an tip' o des

a verse'
 re tract'
 con tain'
 dic ta' tor
 pa' pa cy
 shae' kle
 cou' ri er
 tor' tu ous
 ver' sa tile
 fluc' tu ate
 A mer' i ca
 pre di lec' tion

LESSON 119.

Review.

crit' i cise
 im plic' it
 mag' ni fy
 de fi' ance
 im' be cile
 ford' a ble
 fran' chise
 prec' i pice
 per' fo rate
 per di' tion
 ar' ro gance
 mer' can tile

in fect'
 ref er ee'
 pur' port
 pet' ri fy
 vi' a duct
 ag' o nize
 spe' cious
 frac' tions
 trans mit'
 aq' ue duct
 ju di' cious
 scru' ti nize

a' gile
 frag' ile
 pur loin'
 for' ci ble
 frag' ment
 fic ti' tious
 ex po' nent
 sym' me try
 nu tri' tious
 pref' er ence
 re vers' i ble
 sen ten' tious

LESSON 120.

Review.

i' dyl
 dac' tyl
 bas tile'
 sup' ple
 sac' ri fice
 cap' i tal ist
 lieu ten' ant
 in tan' gi ble
 com' pe tence
 con cord' ance
 dic ta tor' i al
 pre dic' a ment

can' did
 por' trait
 ab' di cate
 cur' ren cy
 ap a thet' ic
 pen' du lum
 sup' pli cant
 vo cif' er ate
 e mer' gen cy
 cir cum vent'
 prov o ca' tion
 Con stan ti no' ple

gen' tile
 tor' toise
 pen' sion
 cur' so ry
 scrip' ture
 tab' er na cle
 pros tra' tion
 pa ren' the sis
 con tam' i nate
 per spi cac' i ty
 mi cros' co pist
 chron o log' i cal

FRENCH WORDS AND PHRASES.

A la mode (ä lä möd'), according to the fashion.

Attache (at ta shä'), an official.

Au fait (ö fä), well skilled.

Au revoir (ö rev wär'), till we meet again.

Beau monde (bö mond), fashionable society.

Belles-lettres (bel let tr), polite literature.

Blasé (blä zä'), surfeited, worn out.

Bon mot (bong mō'), a witty saying.

Bon ton (bōng tōng), good style.

Carte blanche (cärt blänsh), full permission.

Chapeau (shap ö'), a hat.

Chateau (shat tö'), a country seat.

Ci devant (sē de vong'), former.

Coiffure (koif' fure), head-dress.

Contretemps (kōn tr tong'), a ludicrous mishap.

Cortege (cōr täzh'), train of attendants.

Coup d'etat (koo dā tä'), a stroke of State policy.

Cuisine (kwe zeen'), kitchen, cookery.

Debut (dä bt'), the first appearance.

Decollete (dä col le tä'), low necked.

Deshabille (däz ä bël'), undress.

De trop (dē trō'), too many.

En masse (ōng mass), in a body.

Ennui (ōng nwē'), weariness.

En passant (ōng passōng'), by the way.

En rapport (ōng rap pōr'), in harmony with.

En route (ōng root'), on the way.

En suite (ōng sweet'), in company.

Expose (ex po zä'), an exposition.

Faux pas (fö pä), false step, a mistake.

Fete (fät), a festival.

Nom de plume (nōng de plom'), an assumed literary name.

Nonchalance (nōn sha lons'), carelessness, coolness.

On dit (ong dē), they say.

Par excellence (par ex' e lānce), pre-eminence.

Protege (prö tä zhä'), one protected.

Qui vive (kē vēv'), alert.

Ragout (rä goo), stewed meats.

Reconnaissance (re con' ni zance), preliminary examination.

Regime (rä zheem'), system or rule.

Repertoire (rä pār twär'), a treasury, a magazine.

Resume (rä zū mā'), a summing up.

Retroussé (ret roo sä'), turned up.

Reveille (re vāl' ya), morning call by beat of drum.

Roué (roo ä'), a dissipated man.

Sang froid (sōng frwä'), indifference, self-possession.

Seance (sä ōngs'), a sitting.

Soiree (swä rä), an evening party.

Sobriquet (sō bre kä'), a nickname.

Souvenir (sōv' v nēr') a keepsake.

Surveillance (sur vāl yonce'), supervision,

Tete-a-tete (tät-ä-tät'), private talk.

Tout ensemble (toot ōng song' bl), general appearance, a complete view.

Trousseau (troo sō'), a bridal outfit.

Vis a vis (vīz ä vē), one or that which is opposite, face to face.

LATIN WORDS AND PHRASES.

Ad in fi ni' tum, to infinity.
Ad lib' i tum, at pleasure.
A' li as, an assumed name.
Al' i bi, elsewhere.
Bo' na fi' de, in good faith.
Com pos men' tis, of sound mind.
Cui bo' no, for whose good.
De fac' to, actually.
De ju' re, in law.
E plu ri bus u' num, one out of many.
Er ra' ta, mistakes.
Ex of fi' ci o, by virtue of office.
Ex par' te, on one side.
In sta' tu quo, in the former state; as it was.
Ma' lum in se, an evil in itself.
Man da' mus, we command.
Mem o ra bil' i a, things to be remembered.
Mo' dus op e ran' di, mode of operating.

Ne plus ul' tra, nothing beyond.
No' lens vo' lens, willingly or unwillingly.
Nol' le pros' e qui, unwilling to prosecute.
Per an' num, by the year.
Per di' em, by the day.
Post-mor' tem, after death.
Pri' ma fa' ci e, at first view.
Pro bo' no pub' li co, for the public good.
Pro et con, for and against.
Quan' tum suf' fi cit, sufficient.
Quid pro quo, an equivalent.
Quon' dam, former.
Ra' ra a' vis, a rare bird.
Si' ne di' e, without day.
Sub ro' sa, privately.
Ter' ra fir' ma, solid earth.
Ver' sus, against.
Vi' a, by way of.
Vi' va vo' ce, by the living voice.

ABBREVIATIONS.

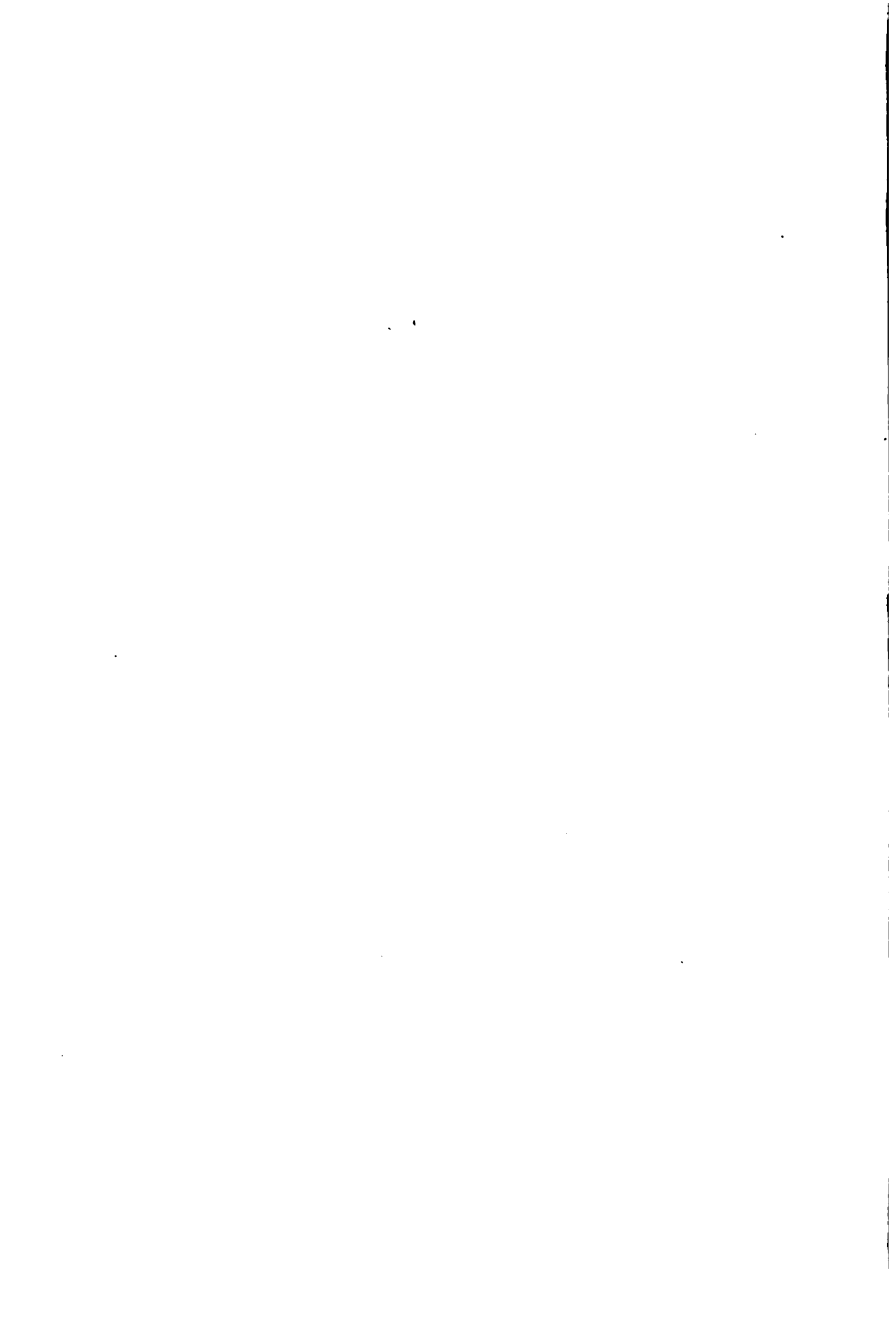
A. B. Bachelor of Arts.
A. C. or B. C. Before Christ.
A. D. In the year of our Lord.
Ae. or Aet. Of age; aged.
A. M. Master of Arts.
Anon. Anonymous.
Asst. Assistant.
Aug. August.
Bbl. Barrel.
Benj. Benjamin.
Brig. Gen. Brigadier General.
Capt. Captain.
Cor. Corinthians.
Cr. Credit; creditor.

D. D. Doctor of Divinity.
Dea. Deacon.
Dec. December.
Dept. Department; deponent.
Deut. Deuteronomy.
Do. or do. The same.
Doz. Dozen.
Dr. Debtor; doctor; dram.
E. East.
E. Lon. East longitude.
Eng. England; English.
Esq. Esquire.
et al. And elsewhere; and others.
etc. or &c. And so forth.

ABBREVIATIONS—*Continued.*

<i>Fähr.</i> Fahrenheit.	<i>N. T.</i> New Testament.
<i>Feb.</i> February.	<i>Oct.</i> October.
<i>F. O. B.</i> Free on board.	<i>O. S.</i> Old style.
<i>Geo.</i> George.	<i>O. T.</i> Old Testament.
<i>Geog.</i> Geography.	<i>Oz.</i> Ounce or ounces.
<i>Gov.</i> Governor.	<i>Per cent.</i> By the hundred.
<i>H. M.</i> His or Her Majesty.	<i>Ph. D.</i> Doctor of Philosophy.
<i>Hon.</i> Honorable.	<i>P. M.</i> Postmaster; afternoon.
<i>Hos.</i> Hosea.	<i>P. O.</i> Postoffice.
<i>Id.</i> The same.	<i>Prof.</i> Professor.
<i>i. e.</i> That is.	<i>Q. E. D.</i> Which was to be demonstrated.
<i>incog.</i> Unknown.	<i>Rev.</i> Revelation; revolution; review; reverend; revise.
<i>inst.</i> The present month.	<i>R. R.</i> Railroad.
<i>Jan.</i> January.	<i>S. A.</i> South America; South Africa.
<i>Jer.</i> Jeremiah.	<i>Sat.</i> Saturday.
<i>Jos.</i> Joseph.	<i>Soc.</i> Society.
<i>Josh.</i> Joshua.	<i>Sr.</i> Senior.
<i>Jr.</i> Junior.	<i>St.</i> Saint; Street.
<i>Lat.</i> Latin; latitude.	<i>Supt.</i> Superintendent.
<i>LL. D.</i> Doctor of Laws.	<i>Theo.</i> Theodore.
<i>Lon.</i> Longitude.	<i>Tim.</i> Timothy.
<i>Lt. or Lieut.</i> Lieutenant.	<i>Tu. or Tues.</i> Tuesday.
<i>M.</i> Monsieur or Sir.	<i>U. S.</i> United States.
<i>Maj.</i> Major.	<i>U. S. A.</i> United States of America.
<i>Mass.</i> Massachusetts.	<i>U. S. N.</i> United States Navy.
<i>Matt.</i> Matthew.	<i>Viz.</i> Namely; to wit.
<i>M. C.</i> Member of Congress.	<i>Vol.</i> Volume.
<i>M. E.</i> Methodist Episcopal.	<i>V. P.</i> Vice-President.
<i>Mlle.</i> Mademoiselle.	<i>W.</i> West.
<i>M. P.</i> Member of Parliament.	<i>Wed.</i> Wednesday.
<i>Mr.</i> Master or Mister.	<i>Wm.</i> William.
<i>Mrs.</i> Mistress or Missis.	<i>Yd.</i> Yard.
<i>MS.</i> Manuscript.	<i>Zach.</i> Zachary.
<i>N. A.</i> North America.	<i>Zoöl.</i> Zoölogy.
<i>N. B.</i> Note well; take notice.	
<i>N. E.</i> Northeast; New England.	
<i>N. Lat.</i> North latitude.	
<i>No.</i> Number.	
<i>Nov.</i> November.	







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